

# Break

## Shared experience

St Andrews, where the South Sea gales blow more theatrically than any wind machine, seems an unlikely venue for a student drama festival. You can buy Jacaranda shrubs and Alcegaia bicolor, a lot more easily than you can tea to this Tamworth-style air, and there is strictly no breeze on Sunday.

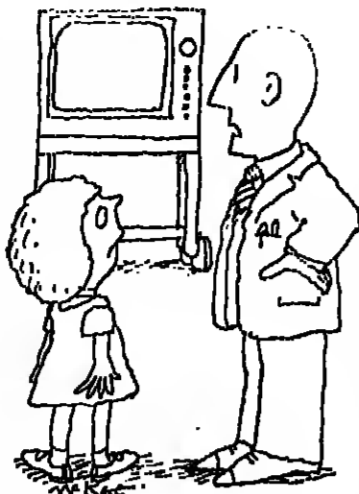
But it proved a perfect setting for the twenty-second festival. The intimate atmosphere meant meeting the same old faces—getting older and samer as the week went by, until it was not only the walls who had ears, the very floor knobs seemed waiting for the clougers to drop. Instead of husbands of agents, doling out contracts, there was only Michael Green peddling Coarse Acting parts for *The Colliers* Tuesday Tea Time. Casting Kink Lear as a blasted minor was not a bad thing, but it proved an ill omen for the Coarse Acting table, all of whose legs would fall off. The performance was indecipherable.

Besides all the acting, there were riveting discussions which gave everyone a chance to lacerate each production. It soon became clear that producers' intentions after hours in relation to what anyone had seen—or anything at all for that matter. A lecture from the BBC explained the political significance of three dead flies which the audience never saw and several mindless rems appeared, like the statement that Shakespeare had not the clue which he was writing about. Producer Martin Jenkins discussed the deeper significance of plays at a rate of two per minute and while the Shared Experience Company performed licentious rules, remaining fully clothed all the time, director Clifford Williams remarked enviously that he often failed to decide whether actors were clothed or not. Which gives him carte blanche, I suppose.

They could point out that the statistical device used by Mr Baldwin to allow for the effects of creaming was one suggested by themselves after they had studied his earlier paper, *The Great Comprehensive Gamble*, and that he had not used it quite in the way they had suggested. But they could not dodge the main point.

The figures show that from 1971 to 1975 direct grant grammar and independent schools improved their achievement in examinations, though not by any means as much as they had between 1966-71. But examination performance in the maintained sector as a whole has dropped since 1971. In other words the able schools covers in mainstream schools taken together have since 1971 done progressively worse in public examinations.

So ministers and officials alike donned their flak hats, climbed into their trenches and waited. Imagine their amazement as the skirmishes dashed off after Mr Baldwin's comparisons—in the latter part of his paper—between selective and comprehensive schools within the maintained sector, totally ignoring the blanket indictment of the maintained system as a whole in the early part.



"What on earth makes you think that's bad, June?"

The *Secret Army* is a rattling thriller, with goodies (boys, teachers, ILEA, the Army) fighting it out with baddies (lady getting her own back on parents and husband) in and around Lindown Primary.

It is to be hoped that Peter Newman and his men take heart from the stirring role played by the ILEA Special Council, with its special force of field underground headquarters and fleets of helicopters—though the teachers, at first, assume that the ILEA Special Council must be the enemy.

Richard Hayes himself was away this week. People who know him say he takes himself very seriously indeed, as a writer, and has a strong sense of professionalism—and a feeling that there is an unappreciated market for books written mainly for schoolchildren with light plots and realistic detail based on school life seen from inside. He is very interested in comics—his stepfather runs a science fiction and comic bookshop where he works after school.

Holland Park Comprehensive had him in public and serious and conscientious boy—it seems his streaks of fantasy got soved for real writing. They should enjoy his next, and presently very funny, book *The Frivolous Pursuit of the Queen*, which is a comedy of manners, and a trendy London comprehensive. The author, I'm told, is on the side of the teachers.

The Libary Association's centenary public libraries conference held at Warwick University recently took as its theme the user—a welcome change after years of attention to techniques, management systems and computerization.

Some of the librarians there saw this as part of an evolutionary process moving from nineteenth-century obsession with buildings through an era of prestige stock acquisition to the client, others as a reflection of general interest in

business. The worldly wise predicted that within the reader is the lightest move when hunger, an under attack.

The research workers on the Hillingdon project, reviewed in the TES (October 10, 1976) pointed out the discrepancy between the librarian's view of the library (full of friendly staff advising inquisitive readers wanting high-class books) with the public's view ("You can see the council stigma... as soon as you walk in").

They, like other speakers, were full of ideas for loosening up libraries, replacing assumptions about public taste by evidence, and organizing libraries for the 75 per cent of users who just want an enjoyable book instead of the 25 per cent with specialized needs.

Cheshire's director of Libraries produced an action plan for "discriminating in favour of this majority" by self-service organization and a two-tier system of neighbourhood "popular" libraries and full service central libraries—a radical change for a profession dominated for generations by a concept of individualized service.

The research findings on public attitudes were uncomfortable: hillings people were afraid to enter, staff too austere to be approached, stock inadequate and inappropriate, and no real acceptance that "that's how libraries are, so it's no good complaining".

So it was a shock to hear, later, Will Wyatt of the BBC describe libraries as warm friendly places. That, however, did not seem to have influenced delegates into change. They went away muttering about matching stock more closely to demand, arranging libraries by interest groupings instead of Dewey, employing a marketing approach to promotion of use, and paying attention to the users.

entirely different pieces. One or two were reminiscent of the Black Dyke Mills band and the Cup Final, one was daringly contemporary, another bordered on the stomachily vulgar.

George Henington (18) and pupil of Charles Brett at Westminster School won £1,500 worth of music prizes for his school and £100 for himself, shared hands with Malcolm Williamson, also right royal composer, and took the prize into his own confident hands for another triumphant hearing. Louie may be reign.



Which not for this man. He has been seen already in one school at least posing as a trouble maker. If you see him step up and challenge him with the words: "You are James Hamilton, permanent secretary of the DES and I claim my five pounds."

Apparently Mr Hamilton assumed this guise at a Manchester school some months ago. The assembled senior staff were not amused when apparently the junior member of the visiting party suddenly took charge of the proceedings at the end of the day.

Aristides

## Next week

Student drama: Peter Fanning reviews the 22nd National Student Drama Festival, held at St Andrews.

Books: Nicholas Mackintosh discusses the latest addition to the literature on IQ; Bernard Dixon reviews R. S. Scorer's new book *The Clever Marrow*; CSE textbooks.

rather greater than 10, and to perform these calculations. When he tells you his answer, you can immediately tell him the pair of numbers that he chose.

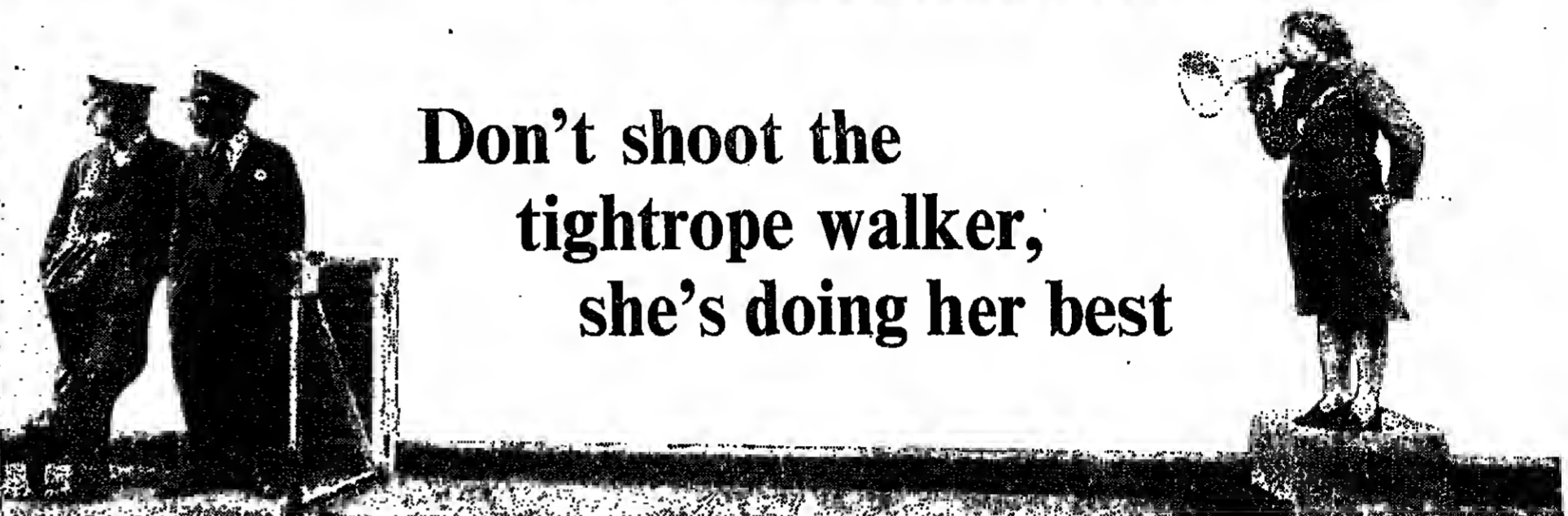
(i) Add the two numbers.  
(ii) Multiply by 5.  
(iii) Add on the smaller number.  
(iv) Multiply by 2.  
(v) Subtract the smaller number.

If your friend tells you that his answer is 219, you can tell that the what numbers were chosen when the answer is: (a) 273, (b) 501, (c) 197, (d) 176, (e) 999, (f) 1,009.

Can you see how the trick works, and why?  
D. B. Eperston

# THE TIMES Educational Supplement

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Leading alone? Mrs Williams and audience, pictured by the Sunday Times during the recent Stechford by-election campaign.

local election campaign warms up, those politicians are being forced to state terms with the political realities of the Great Debate and the hazards of the revisionist education policies of last autumn by Mr Callaghan and Mrs Williams.

Of course the local elections will not be an education: they will be decided by the mood of the electorate on the spectrum of national issues in which the credit of the governing party depends, not employment, inflation, industrial relations and living standards figuring so prominently in the political argument than education.

Even so, it is already possible to detect a narrowing among Labour's Ironsides as they journey through the desert. Whose side is Mrs Williams on, they ask? Has she attempted to pinch the Tory clothes of her own supporters? Are they being obliged to shed their own party clothes at her bidding, while lacking the flexibility of mind (or principle) required to don those of their oppositional opponents?

A letter to *The Times* on Tuesday offered an example of the kind of poster which Mrs Williams is setting her own supporters—not just the local councillors who have to stand on the hustings, but the rank and file Labour supporters within the education service as well as the general public.

"I must say," wrote Mr W. Paington, a teacher from Paington, "that I am aghast at the glib

statement by Mrs Williams... that she regards 'small sixth forms struggling to provide a limited number of A levels courses as profoundly unsatisfactory'. Who is responsible for the situation if not the party Mrs Williams represents?"

Not all Mrs Williams's infectious enthusiasm can brush aside a palpable bit. The anxieties which the Prime Minister decided to articulate—the potential political time-bomb he sought to defuse—included genuine doubts about all-through comprehensive schools as they have been hastily improvised in many parts of the country. The Labour Party, nationally and locally, has been the party whose political commitment launched comprehensive reorganization: neither the party nor Mrs Williams can avoid the flak which honesty (and political astuteness) forces them to recognize weaknesses in what they have brought about.

The sixth form review is one aspect of this; the HMI's report on *Modern Languages in Comprehensive Schools* is another. There is no escaping the damage which this caustic exercise must do to the short-term prospects of Labour in education; but, the argument runs, commonsense requires that the facts have to be faced, and the balance of long-run political advantage requires action to prevent the Conservatives from capturing the political credit for bringing these concerns to the forefront.

Mrs Williams might reasonably hope that the negative phase—the crying of stinking fish—is nearly over. The Great Debate travelling circus has come to rest,

and a positive phase is about to open with a Green Paper due within the next two months outlining ways of remedying weaknesses. It will be too late to save Labour's blunders in the May elections, but they were a last course, anyway. From now on Mrs Williams will project new and hopeful schemes which will combine the political virtues of optimism and thrift. Great points have, in any case, been taken to make sure that most of the oilium falls on the teachers, rather than the policies adopted by Labour Secretaries of State and local authorities. No doubt the Green Paper will carry this forward by presenting a new, vigorous, interventionist policy by the wise DES and its gifted political head as the necessary means of preventing the mischievous teachers from perpetuating the consequences of half-baked comprehensive schemes, my sixth forms, ill-prepared mixed ability teaching, and the process of spreading the butter too thin which the HMI's identified as symptomatic of trying to extend language teaching to the winch oge-rouge.

Mrs Williams has a task of the greatest delicacy. There is no one who could attempt it with a better chance of success than she, but it is a formidable challenge to her powers of persuasion. She is, in effect, asking her supporters to adopt new criteria by which to be judged—or rather a set of criteria far closer to traditional educational values than the trendy progressive shibboleths which badles like the Socialist Education Association wished on the gullible Labour movement.

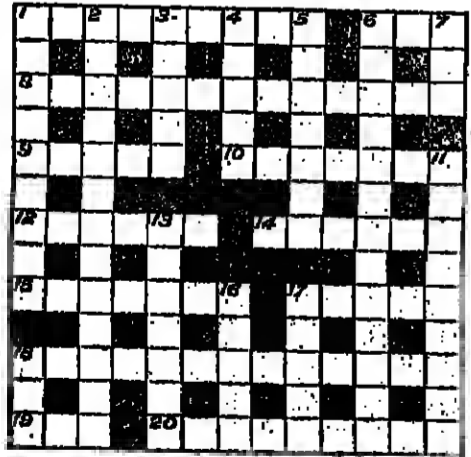
All this implies a much more pragmatic approach to some of the educational issues on which the politics of education have turned in recent years. To an extent which must be distressing to her left-wing opponents, but encouraging in a wider range of central opinion, it seems to offer a real chance of developing a new consensus on which to base an education policy for the years of declining population. Provided, that is, her own supporters can work with her on the tightrope she has chosen, and Mrs Thatcher's henchman can resist the opportunistic temptation to do their best to push her off.

No comment

Arithmetic must have changed since I left school, as I make 85 per cent of £56.95 equals £8.54—later from a building contractor to a client who had queried a bill.

<b>School to work</b>	<b>Red purge</b>	<b>Open file</b>	<b>Sixth sense</b>
Regular new TES feature starts this week covering such topics as school education outside school, in-work experience and job creation... page 12	The Open University is to undertake a full review of its academic standards and course production techniques in the wake of all-party courses... page 5	A group of heads agreed this week to write no more confidential reports on members of staff. They were members of the National Association of Schoolmasters-Union of Women Teachers in conference at Torquay, Bert Lodge report... page 14	What it might cost London to move over in sixth-form colleges—Peter Newman... page 2
<b>Beautiful truth</b>	<b>Mother tongue</b>	<b>Riches to rags</b>	<b>The logic of IQ</b>
Civilisation through art was the conference message of the National Society for Art Education. Owen Surridge reports... page 7	Pilot projects in Bavaria point the way to dual language teaching for migrants... page 15	Colin Ward argues that our newly poor schools need much tighter budget control by all classroom teachers... page 19	In a major book review, Professor Nicholas Mackintosh looks at the current debate on IQ testing and concludes that most of the protagonists are completely barking up the wrong tree... pages 23-24
<b>Student drama</b>	<b>Legal wrangle</b>	<b>Classified ad index</b>	
Peter Fanning visits the twenty-second National Student Drama Festival held at St Andrews and witnesses a general expression of theatrical despair... page 22	Is the DES wrong in asserting that pupil governors under 18 are illegal, asks Tony Traversa... page 21	page 31	

## Crossword No. 1,081



- Down**
- No mount for the light cavalry (4, 5).
  - Activity of an anti-NUM group? (13).
  - Drink for a Scotland Yard fan? (8).
  - Monday where it may be as hot (5).
  - Noisy comic? (7).
  - Mechanical examples for employees? (7, 6).
  - Plot for retired gardener (3).
  - Dig in so as to find who's the matter (8).
  - Not unalloyed pull about 10A (7).
  - Vanil under, not over (5).
  - Wo turn in to have a final meal (3, 2).
  - See a sailor in a sea (5).

- Across**
- Is crossbred for a stalling (4, 5).
  - But the spiler's foot is not like this (3).
  - Spunkit calculation (5, 3, 5).
  - Nut, of course, a like-ando person (5).
  - And windows right-dight (7, 6, 1).
  - Hood lanted this incidence of Christian charity (6).
  - It is not, however, disreputable to the botanist (6).
  - Eric come to first? Quite the contrary (7).
  - 17 Loyal measure for lovers (5).
  - They have stacks for cleaning (7, 6).
  - Creature employed for listening in (3).
  - Wicket stump? (4, 5).



## Maths teasers

**CHANGING POSTAGE RATES**  
In the good old days of the Pony Post, one could send 240 letters for £1; nowadays one can send only 15 letters at 6p each and have 24p change from £1, or 12 letters (11 at 8p and 1 at 6p) for £1 exactly. Paradoxically one can send more than 24 letters for £2 exactly, and more than 50 letters for £4 exactly.

(a) Why is this?  
(b) What is the greatest number of letters for which the postage is exactly £3?  
(c) To solve problems like these, one has to find positive integers for x and y that satisfy an equation of the type 12x + 17y = n, where n is an even integer. Show that there is at least one solution when n is a multiple of 30.

(d) Given that x = 5, y = 55 is a solution to 13x + 17y = 1,000. Find all the other solutions.  
(e) How many solutions are there to the equation 13x + 17y = n, when (i) n = 2,000, (ii) n = 3,000, (iii) n = 4,000, (iv) n = 5,000?  
(f) What is the least value of n that provides two solutions?  
(g) Show that if x = p, y = q is a solution, then x = p + 17, y = q - 13 is another solution (when q > 13), and that the general solution is x = p + 17m, y = q - 13m, where m is an integer, positive or negative.

**A CONJURING TRICK WITH A PAIR OF NUMBERS**  
Ask a friend to choose a pair of numbers, one less than 10 and the other greater than 10, and to perform these calculations. When he tells you his answer, you can immediately tell him the pair of numbers that he chose.

(i) Add the two numbers.  
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### Mrs Williams' game bid

One of the worst services which Labour Government has been to degrade the respectable legal notion of a contract, in order to exploit it as a political metaphor. The most obvious example was the Social Contract—falsely purloined from Lock and Rousseau in the Government and the trade unions in which the obligations of both sides were fluid and unenforceable and which is now in the process of collapsing under the weight of its own emptiness.

### Examining the common core

At first sight, the Associated Examinining Board's comments on the core curriculum and how examinations might respond to an attempt to standardize such a common core, do not take the argument very far. In examination terms, they envisage the award of a group certificate for candidates who achieve an approved mix of passes at somewhere below O level standard and separate below subject certificates for those who fail to make the grade across the whole of the prescribed range.

### Art of the possible

It is curious that a society so keen to open the doors and windows of the mind in matters of literacy and numeracy—and supposedly so eager to encourage self-expression—should so ignore the education of the eye. One may search the annals of the great debate in vain for more than a passing reference to it. Yet, as art teachers will certainly avow, it is the third leg of the educational stool, without which the balance between the hand and the heart is difficult to maintain. The intellect that knows only what it can express in words and numbers is barren indeed.

## Manna from Annan

Harry Judge

It may well be true, as we all admit with a tired smile and a shrug, that in this country reports of committees and commissions never get accepted or applied. If a Prime Minister, or a Government, or above all a Minister of Education, does not know what to do or how to do it—then a recipe exists in the top drawer of every Whitehall desk.

Choose a prestigious chairman (preferably an actor or potential peer), mix in a goodly sprinkling of the great and the good, blend a little expertise with a great deal of diffuse experience, apply a touch of little rationalism, concoct slightly fuzzy terms of reference, and allow no legal inhibitions to add up to anything more than asking parents to promise to be good—a parental equivalent of signing the Pledge—not only will the politicians be further debased the language, but they will have made themselves odd, in this case, those in the schools incidentally associated with them a little more ridiculous than they were before.

Three short years ago, Mr Roy Jeffrey was appointed to chair the future of broadcasting under the chairmanship of Lord Annan. Now his successor has 522 pages of a report to digest, and he and his successors will have to do something about it. Lord Annan, with his distinguished record of interest and effective intervention in the education business, although he must have been relieved this time not to be squandering his sparkling gifts of chairmanship and persistence on the obstinate problems of Eton or Manchester Grammar School.

Skill. It was anticipated that there were bound to be in the report many recommendations of direct interest to broadcasting for schools. In fact, the Commission, discussing some of them, I should like to make it absolutely clear that, although I happen to be a very recently appointed chairman of the School Broadcasting Council, everything written here is simply an expression of personal opinion. Moreover, my remarks will be confined to broadcasting designed specifically for schools.

If this narrow restriction is challenged, discussion becomes almost impossible. Obviously, a great deal of broadcasting—in current affairs, documentaries or semi-documentaries—is highly instructional as well as entertaining, and (like soap) good for children. A limited amount of merry sport can be squeezed in between the "educational" and "entertainment" broadcasting. Even if it gave up all school broadcasting, all ETV programmes, and the Open University—which it will not—the BBC would still in effect be the major educational institution.

But school broadcasting is designed specifically for this in schools and transmitted at such times as they might be expected to be there—not, for example, at 8.10 pm on Boxing Day. Such a definition narrows the debate about educational broadcasting to all real discussions, be embedded in the commercial and political context of arguments about resources, priorities, the use of air time, and the managerial structures of the providing agencies.

### Letter to the Editor

## Uneconomic sixth forms? They haven't done their sums

Sixth form colleges of some 20,000 square feet likely to be? There will be wide variations in my part of the world, the annual revenue per pupil, assuming the use of existing premises rather than new ones, would be about £80,000, made up of £55,000 for staffing, capital employed, or of savings foregone, and £15,000 in cleaning, maintenance and rates.

## Common core exam plan 'to drop up standards'

Stephen Colten

Mr Colin Clark, secretary of the Associated Examinining Board, has said that the country's biggest examination designed to set minimum standards in the country's biggest examination will be scrapped.

Such arguments become important as they lead into the channel, and the creation of a happily named Open Broadcasting Authority. It is, of course, clearly a decision about the White Papers from both sides of the House after the publication of the Redcliffe-Maud report—though most likely to be determined by the politics of the day.

But there is one very real danger. Educational broadcasting must never be propelled into a ghetto, however comfortable, and especially if it is financed by direct grants: it must therefore secure a place in the other channels as well. There is plenty of room for argument about balance and the portions of time, but there are many people who would wish to see education brushed under the carpet.

BBC local radio has much to offer in education and each station has an education producer. Anyone is free to switch on and make comments. The IBA itself told the committee that it had considered educational broadcasting included all output which tends to help members of the audience become better informed about local affairs and matters which touch on their daily lives.

### Notes in confidence drive

Conservative Party launches its special conference to bring the aims of industry and education together will be held at Leicester on June 29. In conjunction with the Human Rights Society and the Social Morality Council a conference on the future of radical education will also be held in London in June.

It is vital that we restore confidence in our educational system, said Mr St John-Stevens. "We must do all we can to increase standards of literacy and numeracy. Above all, we must give parents a greater say in the education of their children."

## PM asked to back youth plan

The proposal to provide everyone under 18 with a guaranteed opportunity to work or learn is to be put directly to the Prime Minister on Wednesday. A delegation from the British Youth Council will urge him to accept the principle.

The details, which were outlined in the TES (March 25), are contained in the Holland report, which has been prepared by a working party of the Manpower Services Commission. The report will go before the 10 commissioners on Tuesday.

If the commissioners approve it, the report will go to the Secretary of State for Employment. It will be reached by Mr Callaghan officially until the end of May. The Government would then need to reach a quick decision if the first stages of the new scheme are to be introduced in time to replace the present youth employment crisis counter measures, which run out this summer.

The British Youth Council delegation will consist of about a dozen young people from industry, youth organizations, and the political parties. It will be headed by Mr Tom Shubboc, the secretary of the Council.

Besides pressing for the "opportunity guarantee" the group will urge Mr Callaghan to give consideration to the major changes in education strategy which the council is advocating as a long term solution to youth unemployment. These include shifting investment into labour intensive projects, work sharing, and the ending of efforts to reduce manning in, for example, the unionized industries.

Since they would constitute a virtual abandonment of the drive for increasing productivity which has been a major preoccupation of every government since 1959, Mr Callaghan is unlikely to receive the proposals with immediate enthusiasm.

total entry each year, the report points out. Since 1957, the number of students over 25 is estimated to have grown from 7,251 to 12,156 in 1974, amounting by then to 6.4 per cent of the total of undergraduates.

Noting that current TUC policy is to encourage mature students at universities, the association considers this growth rate is likely to be maintained, giving a mature student entry of about 20,000 by 1982 and 28,000 by 1987.

Bearing in mind Government policy is to limit any further increase in overseas student numbers, the report assumes they will remain constant at 15,500 for undergraduates and 17,500 for postgraduates.

The number of postgraduates from overseas has doubled since 1957 from 8,827 to 17,456 this year, amounting to 35 per cent of the postgraduate total.

It is too early to know the effect of the large increase in tuition fees, but the report allows that there may be some fall in numbers of postgraduates from overseas, it assumes that the postgraduate sector on the whole will remain constant at about 50,000.

Projecting the growth rate forward, it is estimated there will be 116,000 women students and 122,000 men students in 1987, a 50 per cent increase since 1967.

## Pact with parents 'fatuous'

Mrs Shirley Williams's call for a contract between teachers and parents (page 9) was "fatuous," said Mr Fred Jarvis, general secretary of the National Union of Teachers, this week.

The Education Secretary had proposed that teachers should agree to teach children properly if parents unreservedly send them to school well dressed and after a good breakfast, and a good night's sleep.

Mr Jarvis said the most charitable thing he could say about the idea was that it came at the end of a busy week for Mrs Williams. "Perhaps her department felt she needed some new gimmick."

But the idea was welcomed by the National Educational Research and Development Trust, based at Cambridge. Mr Barry Knight, deputy director, said, "Parents properly consulted and drawn into the ground education debate, have an enormous amount to contribute. But as far as they are concerned the debate has been the flop of the year."

Parents have always been largely excluded by the professionals, although they represent the biggest untapped pool of good will that exists in the entire educational field.

## Adults forced out by fees

Student numbers in adult education have fallen by 10 per cent this year because of increased fees, said Mrs Shirley Williams, Secretary of State for Education and Science, this week.

She told the National Institute of Adult Education Conference at Lancaster University: "There have been substantial increases in fees as part of the general raising of fees to save the £28m required in 1977-78 from higher and further education."

## Student numbers go on rising

The number of students in universities will go up by one third over the next 10 years, says the Association of University Teachers.

In a report published yesterday the association estimates that the increasing number of women going into higher education together with the growing numbers of mature students will force today's university student population of 272,500 up to 363,000 by 1986, despite the fact that after 1982 the number of 18-year-olds will start to drop.

The report emphasizes that when a similar drop occurred in this age range in the 1960s—from 906,000 in 1965 to a post-war low of 741,000 in 1970—student numbers at university still continued to rise.

Since 1960 the number of women studying full-time at university has increased from 22,838 to this year's figure of 79,182—a rise of nearly 350 per cent. During the same period the male student population has risen from 67,025 to 143,710—a rise of 114 per cent.

Projecting the growth rate forward, it is estimated there will be 116,000 women students and 122,000 men students in 1987, a 50 per cent increase since 1967.

## Keys to Chemistry

This series of books is designed to cover a complete theoretical and practical course in chemistry to CSE and GCE 'O' level. Book 1, serving as an Introduction, will cover the first year (or in some schools two years) of a CSE or GCE 'O' level course. Book 2 Alpha covers the 'O' level course and Book 2 covers the CSE course. Each of these books is accompanied by a teacher's book.

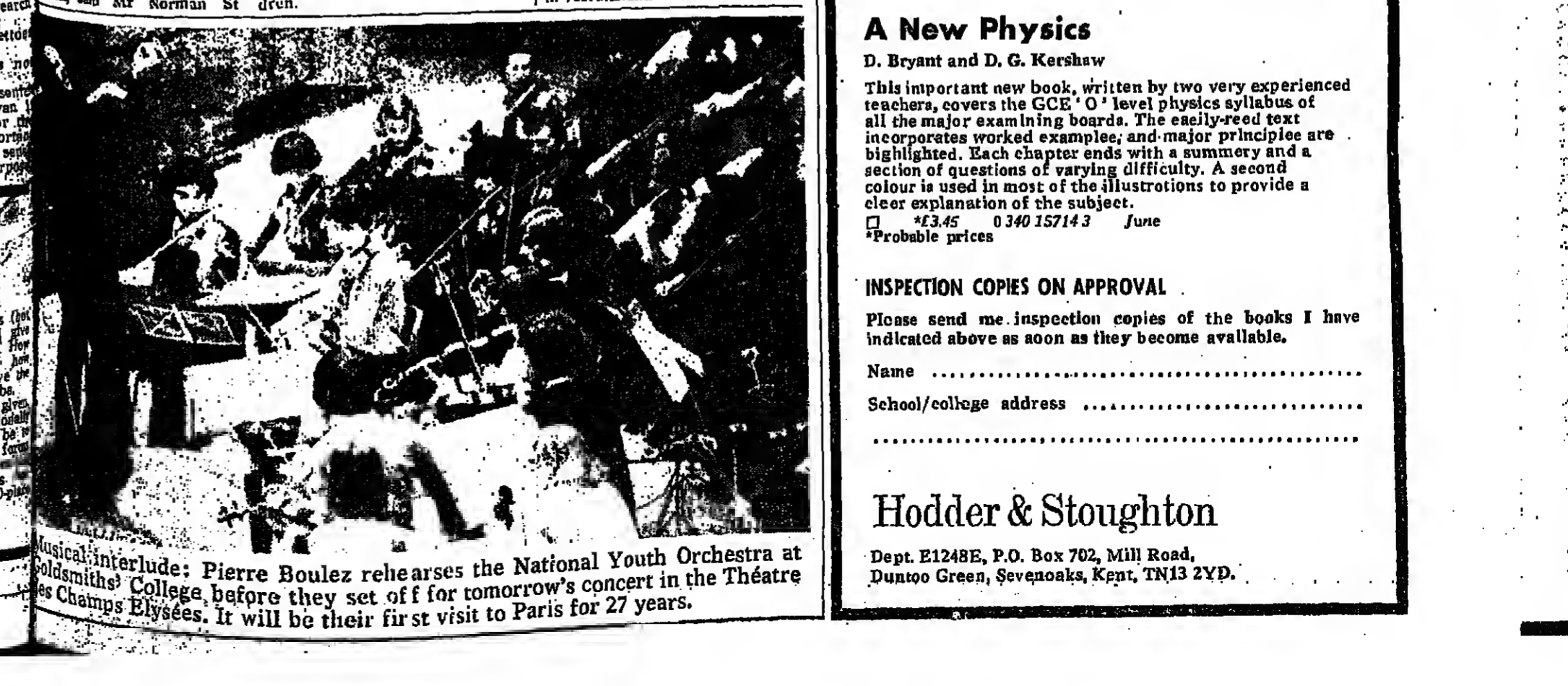
Table with 4 columns: Book Title, Price, ISBN, and Date. Includes entries for Pupil's Book 1, Teacher's Book 1, Practical Book 1, Pupil's Book 2 Alpha, Teacher's Book 2 Alpha, Pupil's Book 2, Teacher's Book 2, and Practical Book 2.

## A New Physics

This important new book, written by two very experienced teachers, covers the GCE 'O' level physics syllabus of all the major examining boards. The easily-read text incorporates worked examples, and major principles are highlighted. Each chapter ends with a summary and a section of questions of varying difficulty. A second colour is used in most of the illustrations to provide a clear explanation of the subject.

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Musical interlude: Pierre Boulez rehearses the National Youth Orchestra at Goldsmiths' College before they set off for tomorrow's concert in the Théâtre des Champs Elysees. It will be their first visit to Paris for 27 years.



# Integration is becoming Ulster's key educational issue Bishop insists on RC schools

Integrated schooling has replaced, at least temporarily, the great debate on comprehensive reorganisation as the biggest educational issue in Northern Ireland.

On Easter Sunday, Dr Edward Daly, Bishop of Derry, who is regarded as one of the most progressive members of the Roman Catholic hierarchy, strongly defended Catholic schools. These, he claimed, were a convenient scapegoat for those who were unwilling to face up to the real problems in the community.

It was an insult to the Catholic Church and to generations of Catholic teachers to say that children in their schools were taught to hate anyone. Nor were such schools a factor in keeping people apart. The real cause of division was the centuries of injustice inflicted on one section of the community because it refused to surrender its religious beliefs.

Dr Daly said later that he "insisted on the right of Catholics to have their own schools if they wish to have them. I would wish to have them myself."

However, doubt has been thrown on Dr Daly's claim by the publication of a survey which says that 88 per cent of male Catholics of working age favour integration. The survey, which was funded by the Social Science Research Council and carried out under the direction of Professors Jackson, Intaka and Hutchinson, was part of a large scale random sample to investigate social mobility.

A total of 1,510 Protestant and 841 Catholic males of working age throughout Northern Ireland replied to the question: "If a Catholic school and a Protestant school in this area decided to get together now and make a joint school for both religions, I would like my children to go to it."

Three-quarters of Catholics and 62 per cent of Protestants agreed "very much" with the statement. A further 13 per cent of Catholics and 15 per cent of Protestants agreed, though not strongly.

Only 8 per cent of Catholics and 17 per cent of Protestants disagreed. The remainder were undecided.

Large majorities in favour of integration have been achieved in several polls during the past 10 years, but most of these have been newspaper readership votes or quota samples. Supporters of integration argue that this latest study is more reliable because it is a random sample and because it is only part of a large survey. The researchers had no personal axes to grind.

Not do the political leaders in Derry share the bishop's views. Last month the predominantly Catholic Derry City Council, one of Northern Ireland's 26 local authorities, voted by 20-1 in favour of mixed schools; only a loyalist councillor voted against.

The annual conference of the Alliance Party in Belfast last week reaffirmed the party's commitment to integration with only one abstention. Mr Denis Loretto, the chairman, said this policy was not an attack on the church hierarchy.

"We simply want to see our children educated side by side, whatever their religious background, and we think that moves towards this would inevitably help rather than hinder the resolution of our deep-seated community divisions."

Only a week earlier, the Northern Ireland Labour Party expressed a similar view. Its chairman, Mr George Chambers, argued that segregated schools could only produce another generation of "polarised adults". Children were leaving school without any contact with children of other religions.

Dr Baines, Church of Ireland

Bishop of Derry and Raphoe, said his church did not see integration as a system of government legislation. "We have never denied the rights of any church to have its own school. But we believe there is every opportunity and advantage to be had from a sincere and informed examination of how for separated schools have contributed to our problems."

In his presidential address to the annual conference of the Ulster Teachers' Union last week, Mr David Riley said Dr Daly's remarks had left the union with "a deep sense of sadness."

Mr John Borrell, head of the integrated Pimblettown High School, Co Tyrone, said the power-sharing executive in 1974 had crossed the neck of the strait between the two communities. "Since then we have been under the dead leadership of a succession of direct rule English politicians who have had the effrontery to exclude integration from their proposals for secondary education."

Mr Borrell, whose opinion in favour of a government working party on integration was carried, claimed that the Department of Education's consultative document on the reorganisation of secondary education was merely "a tribal head count."

All Children Together, the organization formed to promote shared schools, also rejected further consolidation or extension of the present segregated system and claimed that the consultative document would "destroy the hopeful amount of integration actually taking place."

In a submission to the Minister for Education, ACT argues that while segregation is not the cause of Northern Ireland's problems, "we feel it will be impossible for this community to solve these problems without introducing integrated education."

Paul McGill

# Two out of three Scots pupils favour the strap

Two out of three secondary school pupils in Scotland believe that teachers should be allowed to use the strap, say the Educational Institute of Scotland.

The survey, commissioned from the Scottish Council for Research in Education preparatory to a review of EIS policy on corporal punishment, found that 67 per cent of the sample of 1,049 pupils, comprising 554 boys and 495 girls, favoured the use of the strap.

A questionnaire covering a wide range of school rules and sanctions was put to a random sample of children in 40 schools between mid-May and late June 1976. The survey covered 1,049 pupils, comprising 554 boys and 495 girls.

When asked whether they thought the class teacher should be allowed to use the strap as a form of punishment, 67 per cent of the pupils said yes. There were significant differences between year groups but no consistent pattern to the differences.

The main reasons given by pupils for supporting the use of the strap were: that it was needed for misbehaviour, that teachers in the classroom were an effective deterrent, and that it was needed for control.

Those opposed to the use of the strap generally claimed that it was ineffective or that corporal punishment of children was wrong. The strap was said to be the commonest form of punishment now in use in Scotland and that they had not been, while 24 per cent of the sample reported

Paul McGill

# MP calls for inquiry into violence at 'tough school'

The story has come to light in a number of events compiled on the school and passed to Mr Rhodes, the local MP, who reported that the deputy head teacher had been punched when trying to stop a fight between two girls, that two teachers had to struggle with a girl who was holding a knife, and that others were injured in various ways.

Mr Rhodes, who is a Conservative MP, has called for a public inquiry into the school, which is run by Mrs Leslie Pomeroy, a member of the board of governors, has dismissed the claims of violence as being unusual.

He admitted that Sladebrook was a tough school and that there had been a number of incidents, "but", he added, "it is no worse than any other school in the area."

Mr Rhodes, who is a Conservative MP, has called for a public inquiry into the school, which is run by Mrs Leslie Pomeroy, a member of the board of governors, has dismissed the claims of violence as being unusual.

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# Swop jobs to make more jobs, say NUT

The National Union of Teachers has produced its own proposal for "jobswapping" to relieve unemployment among young teachers. The union is suggesting that older teachers be seconded from schools to work in government schemes for jobless school leavers so that actively qualified teachers can be taken on instead.

The proposal was outlined by executive members and officials of the union to a subcommittee of the Commons Select Committee on Education.

Mr Jark Chambers, a member of the executive who is a Southampton secondary head told the MPs that there was evidence that the young teachers who were instructing in the job creation programme were coming into contact with some very difficult young people. The contact could be "socially damaging" for youngsters and teachers.

Mr Chambers said: "Teachers who are unemployed after having been trained for three or four years feel that they have failed. When they are put into the job creation programme or other alternative employment schemes it gives rise to bitterness which leads to political stances which are reflected in their attitudes to the youngsters they are supposed to help."

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Expenditure which is inquiring into the progress of the job creation programme. The union representatives urged that more attention be paid to education and training for the young people taking part in the projects, 77 per cent of which offered none, they said. Although they welcomed the creation of temporary non-teaching jobs in the programme for young teachers who would otherwise be without work, they were strongly opposed to their use in instructing other young people in the programme.

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# HMI eyes on graduate training

Teams of HM Inspectors are to visit all institutions offering postgraduate teaching qualifications.

Mr Robert Clayton, principal of St Martin's College, Leicester, which runs a postgraduate course for about 150 students, said he understood the HMIs would arrive in teams of 10 and stay for three days. But a DIES spokesman this week said the teams would vary in size with the establishment.

Mr I. B. Butterworth, staff inspector in charge of teacher training, said the visits were in pursuance of the normal duties of the inspectors. For some time teacher organizations have doubted that a year of teacher training was enough. The National Union of Teachers favours the concurrent pattern of course where academic and professional studies are maintained throughout the four years, but if faced with a professional component comes in the end, the NUT would like to see this extended to two years.

When you look at it, the 12 months come down to about five," said Mr Frank Harris, vice-chairman of the NUT Advisory Committee on Higher Education, this week.

Mrs Jean Boucek, assistant secretary for higher education of the National Association of Teachers in Further and Higher Education, said that while it looked as though the concurrent pattern would prevail in Government plans for teacher training in the 1980s, it was NATFHE's view that for most teachers the present one year course was inadequate.

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# Record cards raise libel fears

Teachers in Bedfordshire may take legal advice on the implications for them of the education authority's decision to open school record cards to inspection by parents. They are concerned that they may be sued for libel if parents object.

The Bedfordshire association of the National Union of Teachers will meet next month to decide what action to take. A spokesman for the county council said a new record card might be introduced later this year.

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There is violence, of course, but with very few exceptions it is the minimum violence necessary to trigger the story or bring the villains to book. What is more important, the context in which the violence occurs is morally impeccable. Good triumphs over evil. But the goodies are neither pious nor hypocritical but with obvious professionalism.

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For an hour and a half we followed him as he sorted out a number of different cases which reflected a cross section of human misery, stupidity and despair. He clattered the villains. He rebuked the pharisees. He refused to trust a young man who clearly did not deserve trust. He prevented a distraught wife from taking her own life. He sent an amateur prostitute back to her husband and children.

# Drawbridges down for a day

More than 200 of Britain's historic castles and gardens are to be closed to the public for a day on April 30 as part of the Heritage Education Year.

Mr John Hodgson, director of Heritage Education Year, said this year's theme was "The Open Day". He said that the year's theme was "The Open Day". He said that the year's theme was "The Open Day".

The buildings open to teachers from well-known publicly owned sites like the Tower of London and the Houses of Parliament. Teachers are asked to visit the sites on or before April 23.

Parents' complaints

Local authorities have been given a new role by the local government ombudsman after parliament has complained about maladministration.

Local authorities have been given a new role by the local government ombudsman after parliament has complained about maladministration.

# Ulster decision on all-ins soon

Lord Melchett, the Minister for Education in Northern Ireland, has promised a statement in "weeks rather than months" on the vexed question of comprehensive education. The statement will mark the culmination of nine months of intensive discussion following the publication last July of a Department of Education consultative document on reorganisation.

The minister who was addressing the annual conference of the Ulster Teachers' Union in Newcastle, County Down, gave no indication of what his decision would be, but he made clear that the systems proposed in the document was now a doubtful matter.

Lord Melchett devoted much of his speech to truancy, including the matter of some extent he said truancy showed that schools were "not meeting" children's needs.

If the curriculum is relevant to the pupil's background and future prospects as well as to his or her age and ability, I am convinced that we will need more emphasis on explaining, demonstrating and actually increasing the extent to which schooling relates to the life of the community in which the pupil actually lives," he said.

For those pupils who fell through the safety net, the minister advocated a more individual approach: "I hope by giving persistent truants a chance to catch up on work which they have missed and by enabling them to talk about their problems with interested and sympathetic adults, we can help them to re-establish their links with their school."

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# The Tongues of Men

Professor George Steiner

In a recent programme on BBC 2 Professor George Steiner investigated the enormous diversity of world languages, and the age-old search for a universal tongue. Ever since the mythical destruction of the Tower of Babel, human speech has been divided into more than 5,000 tongues. The social, political and economic effects have been catastrophic. Now at last there is the prospect of a single universal language - American English - spreading around the world. Yet there is a price to pay, for every time a language dies, so does a bit of humanity. The full text of George Steiner's absorbing study *The Tongues of Men* is being published in the 21 and 28 April issues of *The Listener*.

**The Listener** for people who want to know.

## Parliament Reports by Alan Wood

# Sixth forms: no policy change

No decision had been taken on sixth-form colleges, Mrs Shirley Williams, Education Secretary told the House of Commons this week. Discussions had taken place between the Department of Education and Science and L.E.A.s on the ideal size of a sixth form but this was not a statement of policy. In answer to a question from Mr Nigel Spearing (Newham, South, Lab), she said: "I have issued no guidance on the establishment of sixth form centres. I have mentioned in several speeches the need to use our limited resources effectively for 16 to 18-year-old pupils, especially in the light of the decline in the school population. Mr Spearing said that when L.E.A.s had a choice of creating sixth-form centres or 11 to 18 schools, the latter were set up with the express approval of the Department and the minister's predecessors. This view, coming out of the blue, was typical of the worst aspects of the Department which sometimes tend to be excessively pessimistic and bureaucratic and create uncertainty in the educational system. Mrs Williams said she wanted to clear up a misunderstanding. The statement of policy was the one she had made to the National Association of Schoolmasters and other bodies in the past week. "It was to the effect that as the size of the post-16-year-old age group falls, as it will dramatically in the mid-eighties, they should give thought to what provision can be made to offer a reasonable range of courses for those studying in the sixth-form academic and non-academic courses", she said. "There are three possibilities: linking of existing all through schools, the sixth-form college concept and the tertiary college concept. It is for L.E.A.s, in consultation with teachers, to decide what suits them best." Many articles had appeared in newspapers based on misleading misconceptions, she said. Mr Alan Beith, Liberal spokesman on education (Berwick, West, Tweed, Lib), asked Mrs Williams to make clear that in expressing support for the sixth-form college principle which, in some cases, he shared, she was not inclining herself towards those who had just completed major reorganization. They were embarking on a further reorganization in five, eight or 10 years? Mrs Williams said she was not. The decision was bound to be based on the local pattern of educational provision. "I am only trying to tell you that they should decide that they do not wish to reorganize further, and I appreciate that they may not, they should start considering how provision can be made between groups of schools to be able to offer minority subjects, which might otherwise disappear from the curriculum to any child wishing to take them. Mr Norman St John-Stevens, Opposition spokesman on education (Chelmsford, Con), said: "It is saying she is repudiating as she the reports that she is carrying a vendetta against the teaching sixth form and is prepared to encourage a variety of sixth-form provision in which sixth-form colleges will have a place but which the traditional sixth form will be honoured and given a good place, too? Mrs Williams said that was broadly fair. "Where a school sixth form is so small that it is unable to mount more than a narrow range of courses, academic and non-academic, that sixth form must link with other sixth forms to enable minority subjects to be offered", she said. "We have great concern about subjects like Italian, Russian and Spanish which will disappear unless arrangements can be made in local authority areas to enable all boys and girls to take them though they may be offered by only a single school. She said that something like a third of boys and girls were chosen to stay on in the sixth form after 16, as against the one quarter now. But quite a number of youngsters decided to move to further education colleges because they wanted more vocational training.

# Disgrace to send children to Sladebrook—Boyson

Conditions at Sladebrook comprehensive school in North London have brought up during some sharp exchanges in the Commons on Tuesday about standards of discipline in primary and secondary schools. Mr Rhodes Boyson, an Opposition spokesman on education (Brent, North, Con) commented that if half the things said in a dossier on this school were true it was a disgrace that any children had to be taught there. Mrs Margaret Jackson, Under Secretary for Education and Science, said she would be glad if



Laurence Pavitt: his constituency.

Mr Boyson would send copies of this "anonymous document" to the Department. She thought there was a strong possibility that perhaps less than half of the document was true. Miss Janet Fookes (Plymouth, Drake, Con) had raised the issue of standards of discipline, commenting that most teachers found it more difficult to keep order now than they had ever done. In some schools the discipline was nearly non-existent. She did not envisage practical steps did the DES intend to take? Mrs Jackson said she doubted whether any minister had ever been wholly satisfied about standards of discipline. She did not envisage practical steps did the DES intend to take? Mrs Jackson said she doubted whether any minister had ever been wholly satisfied about standards of discipline. She did not envisage practical steps did the DES intend to take? Mrs Jackson said she doubted whether any minister had ever been wholly satisfied about standards of discipline. She did not envisage practical steps did the DES intend to take?

All-in plans still awaited. None of the L.E.A.s who got Government reminders to submit plans for comprehensive reorganization have put in their proposals yet. Mrs Jackson said in a Commons reply that the proposals had been received from six authorities (five from the governors of voluntary schools) which had been written to requiring them to submit proposals within six months to complete secondary reorganization in their areas. The Secretary of State wrote to eight L.E.A.s on November 24, 1976, and a further 28 on January 17 this year.

# Art teachers redraw the lines



A return to structured art teaching for pupils aged seven to 18 and a radical re-appraisal of art education in teacher training are demanded in a "black paper" presented by the National Society for Art Education, to its annual conference in Matlock, Derbyshire, last week. The society—the organization for teachers of art and design—says that the artistic abilities of children in primary schools are being underestimated. "Adaptation of what is truly delightful about child art has been a block in real thinking about the curriculum. Art is as important for human development as literacy and numeracy. It gives a redefinition of objectives, particularly in secondary schools where art and design is often under-valued." The society also fears that art will be a loser as a free option subject in comprehensive schools. "The 'black paper' accuses examination boards of indifference to art and says that examinations for art, craft and design have been distorted by an unsympathetic, university oriented system. Provision of in-service training is biased against teachers of art, who are losing status. The needs of art education are under-researched. In an attack on mounting administrative pressures the president, Mr Leonard Sappin, said that "far too many of our senior teaching staff are being ruined and neutralized by administrative and committee burdens that are out of all proportion to what their institutions should be about." The technical standards of art work produced in recent years had risen but the work itself was becoming staid and dull. "The art curriculum has exhausted its traditional but has not found new directions or any new means of expression. Current educational trends have led to a contemporary academicism which sometimes locks even basic competence. This has served to preserve an old-fashioned concept of the avant-garde artist in the generating into

# Failure of schooling for the deaf

by Diane Spencer. Fifty per cent of deaf children leave school unable to speak intelligibly, 70 per cent have speech beyond the level of a 10-year-old. These depressing findings are revealed in a report published by the National Deaf Children's Society this week to highlight National Deaf Children's Week. The plight of the profoundly deaf (those with a hearing loss of more than 85 decibels) is even worse. According to Dr R. Conard, of Oxford University, half of them lip read worse than the average hearing child, untrained and inexperienced; 70 per cent have speech which is difficult to understand; only 10 per cent can speak intelligibly and half have a reading age of less than seven years. Dr Conard has just completed pioneering research to evaluate the communication skills of deaf school leavers. He investigated 360 children who left in 1975-76, and out of the entire sample, found only six with a reading age corresponding to their chronological age. Almost half had not reached a reading age of nine. His research reflects that of the NDCS which did its own membership survey mainly on employment problems faced by deaf school leavers. Both pieces of research appear in this week's report. Seventy-seven per cent of NDCS members said they were dissatisfied with the speech of the profoundly deaf. The society also found depressingly little careers help for the deaf. Only 23 per cent got on to do further education; 85 per cent leave at 16; 74 per cent had difficulties with interviews and interviewers were often unaware of the problems of deafness. Schools did little to prepare children for life outside school and gave them almost no vocational training. *The Deaf School Leaver*, The National Deaf Children's Society, 31 Gloucester Place, London W1, 30p. Owen Surridge

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**NAS-UWT conference, Torquay**  
Reports by Bert Lodge

**Pledge to close secret files on fellow staff**

NAS/UWT members will no longer write reports on colleagues without showing them to the people concerned. The conference decided to accept this as an amendment to a motion on confidentiality after they had heard Mr Jeff Brinley, Huddersfield, say that when he became a head 10 years ago he resolved never to write a confidential report on colleagues or on students on teaching practice.

"An honest document is bound to contain some adverse comment," said Mr Brinley. "If it does, you are being unkind to the person you are writing about. But if you are not prepared to show it to the person concerned, you have no right to write it in the first place."

Delegates accepted the amendment after it had been pointed out that this would be a start towards the goal embodied in the motion—that teachers should be shown any document concerning their professional competence.

About 4,000 members of the union are heads and many more are heads of department. Acceptance of the motion means, therefore, that the convention of confidentiality will now be disregarded in many cases.

Proposing the main motion, Mr Edwin Chondley, Coventry, said there was a suspicion among teachers that in every educational office there were dossiers on them containing statements impossible to check for authenticity and the sources of which were impossible to trace.

In addition, he said, teachers needed to know what their professional faults were in order to improve themselves.

"Unfortunately, there is an element of cowardice here. There is a suspicion that future relationships will be secured if a teacher is shown open and frank comments on his personality and abilities. So while they remain ignorant, reports on them crystallize and fossilize in filing cabinets."

The motion was carried.

**Minister wants to enlist better recruits**

Recommendations that entrants to teacher training should have at least O levels in mathematics and English will be included in the Green Paper on educational guidelines which is due out in June, Mrs Shirley Williams, Education Secretary, told a Torquay press conference.

Earlier she forecast a reorganization of sixth-form education to make the best use of resources. And, she said it would probably be necessary to earmark some rate support grant money for specific purposes.

She condemned the excessive amount of violence on television, including the news, and said parents and teachers had obligations towards children which both must respect.

Mrs Williams told NAS/UWT delegates that it was reasonable to demand higher standards from entrants to teaching now that the intake had had to be reduced because of a falling school population. It would not be unreasonable to ask for O levels in mathematics and English. In my opinion there would be substantial support for this."

But the training would be insufficient if it was not supported by opportunities for in-service training. She was disappointed at local authorities which had diverted money intended for this to other uses.

"I have come to the reluctant conclusion that we have to move towards some element of specific grants in the rate support grant settlement."

Afterwards, she mentioned nursery education in poor areas, help for language teaching to immigrant children and in-service training as likely to be specified in the next settlement. Data in-service training schemes were working the necessary replacement of teachers rotating through the system would relieve the unemployment problem.

Relief would also come from easing the conditions for early retirement and from the year-long courses being mounted to retrain unemployed teachers in shortage subjects such as mathematics and handicrafts.

**Beware FE takeover—warning**

Mr John Atherfield, a Doncaster comprehensive head, warned delegates against the growing influence of the National Association of Teachers in Further and Higher Education at the Department of Education and Science.

Moves to take the education of the 16-19 age group out of schools, he said, were orchestrated by the DES and NATFHE.

Mr Atherfield, who was supporting a motion by Mr Neil Burkinshaw, also of Doncaster, that responsibility for the education of the group should remain with the schools and in the hands of qual-



Mrs Williams: "higher standards"

A contracting younger population would be required to make provision for an expanding older one. Today's school population of nine million would be down to 7.5 million by 1986. She would like to see more pupils staying on after 16, ideally about 32 per cent by 1990 instead of the present 25 per cent.

But many sixth forms were wasteful of resources. The average pupil-teacher ratio was 10:1 almost as luxurious as the higher education ratio of 9:1. In 60 per cent of sixth-form modern language classes there were fewer than five pupils. Many LEAs had sixth forms of fewer than 20. We could not afford such an uneconomic use of resources.

"I am not saying we should all move towards sixth-form colleges or to tertiary colleges," she said. In some parts of the country a co-operative pattern, where schools shared out minority subjects, was emerging.

While not being in favour of censorship, Mrs Williams said she was worried about the excessive amount of violence on television, including the news. Afterwards, she said she had already had informal talks with the BBC and the ITV on the matter.

**Narrow defeat for early leaving plan**

By 363 votes to 285 the conference defeated a motion which would have allowed some pupils to leave school at 15—but with the proviso they could return in full-time education later and use the time up to 16 still owing to them.

Mr David Crane, Hillingdon, who proposed the motion, said it was a bad law that did not take account of individual cases. The present school-leaving regulations did not do so. There was a small but vociferous minority for whom the fabric of the school itself was a problem. For them to stay on for the final year did them no good and the school no good.

Opposing it, Mr Dai Davies, of the executive, said he looked at the motion from the position of a trade unionist first and an educationist second. If it was passed it would mean more unemployment for teachers when there were already 20,000 unemployed. The conference had shown that although it was concerned about disruptive pupils, it did not want them put outside the school system, but only to be separated.

Miss Sheila Jones (Merseyside) said the purpose of education had more to do than simple basic literacy and numeracy. The NAS/UWT was a body of professional people who should be looking for an educational solution to the problem. It would probably be found in a revision of courses for final year pupils.

**'Realistic' stance on college cuts**

A successful motion which recognized the necessity for reducing teacher training and welcomed the opportunity this provided for a re-examination of training, was moved by Mr Nigel de Gruchy, executive member.

He said the NAS/UWT was the only body on the Government's advisory committee on teacher training (ASTT) prepared to adopt a realistic stance. "One union appears prepared to train thousands in order to keep themselves in jobs," he remarked.

Miss Dina Boyd, a 32-year-old London primary teacher, wondered what went on in teacher training colleges when she looked at students in action in the classroom. "These strange scholars, with their strange dress and methods, saying what they will and won't do. They give stuff more work than the class itself."

Miss Boyd said she did not blame the students. "I lecture the college of education lecturers, many of whom have only taught for a short time. They should be put back in the classrooms for a refresher course," she said to applause.

**National Union of Teachers conference, Eastbourne**

**Union to back ban on selection**

by Stephen Cohen

Teachers who refuse to admit 11-plus selection tests in their areas will be supported by the National Union of Teachers, it was announced at the conference on May 22.

The union's annual conference in Eastbourne last week decided to support members who refused to cooperate in selection procedures. The motion was carried by 200 to 100.

Mrs Shirley Williams, the Education Secretary, has already announced that its members' refusal to cooperate in selection procedures was "undue delay" in introducing comprehensive schools.

Mr Roy Baker, Bridgwater, said the executive, by talking of "undue delay" was in effect giving moral support to Conservative Comprehensive education at a time when it was being attacked.

Mr Fred Jarvis, general secretary, said after the debate that teachers had stayed their hand to resist a proposal to assist in selection for contract reasons. They could have occurred of breach of contract.

Now that there was a new Education Act which stipulated that selection should be abolished, the motion should be changed.

Delegates agreed that the motion should be changed to read that the executive was urged to campaign for the employment of sufficient qualified teachers to prevent the union's policies on nursery education and class size.

A ballot of NAS members in Oxfordshire will be held in June to elect a new executive. Birmingham members have been given carte blanche to introduce industrial action against staffing cuts.

The conference overwhelmingly rejected appeals on behalf of Little Ilford School, Herts, for support in their dispute with the union's executive.

Disciplinary proceedings against the teachers earlier this year led to their suspension from membership after they stopped working on an hour and refused to obey instructions to give an undertaking not to repeat the action.

Delegates from Haringey, Westmorland tried to refer the section of the executive's report on the Little Ilford affair, but the conference turned down their proposal.

The suspensions were lifted a month after the teachers agreed to abide by union rules.

**Welfare officers**

**New threat to jobs and status**

Education Welfare Officers' Association is dead; long the National Association for School Workers in Education.

The new name was formally ratified at the conference on the strength of a resolution passed last night. The association also adopted the new name with effect from the start of the new term.

The final vote rests with the welfare officers, who hold their own conference next month.

The new title reflects the association's feeling that its members' role was more than that of a part-time welfare officer. It was a full-time job, and the welfare officers' Association of Chief Welfare Officers.

The final vote rests with the welfare officers, who hold their own conference next month. The new title reflects the association's feeling that its members' role was more than that of a part-time welfare officer. It was a full-time job, and the welfare officers' Association of Chief Welfare Officers.

Mr Frank Coombes, assistant secretary of the association, said this was essentially a trade union dispute. It had arisen because the LEAs were not supplying an adequate service which satisfied schools and parents.

He condemned this "fire brigade" approach to the problem of truancy. "We should be looking at the causes of truancy and how to attract and keep the child at school."

Mr Bob Patton, from Sheffield, said a local survey had revealed that the greatest problem was not truancy but contrived or condoned non-attendance.

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**Truancy cure: 'get back to smaller school'**

by Diane Spencer

Truancy records should be kept on a national basis, said Mr Colin Conway, the new president of the Education Welfare Officers' Association.

Mr Conway, an educational welfare officer in Liverpool, said the association should be consulted in setting up "proper procedures which would monitor what is happening in the schools and the wastage of talent and opportunity by absence from them."

A researcher in Sheffield who was conducting a three-year survey into the causes of truancy was already predicting that the solution to the problem would lie in a return to smaller schools, distinctive uniforms and the prefect system.

In the last 25 years, said Mr Conway, little had been achieved in the struggle to improve the number of workers in the education welfare service, or the standard and quality of training. In the early 1950s there were 2,500 officers and about three-and-a-half million children. Today there were 3,000 officers and nine million children in maintained schools.

Regional variations—in Scotland 87 per cent are vaccinated compared with 61 per cent of Welsh

Welsh Nationalists want the school leaving age reduced to 15 and all teaching in Welsh schools to be in Welsh. This was decided at a special education conference in Llandrindod, Powys, recently called to draw up an education policy for Plaid Cymru.

The conference rejected a proposal for compulsory education between the ages of four and 16 in favour of five and 15. All state schools should be comprehensive. Eventually Plaid Cymru wants all teaching to be in Welsh. It wants to encourage an early start in the teaching of Welsh in primary schools to make all Welsh children bilingual.

Mr Conway said that the idea of the "voluntary contract" was born out of a feeling that parents meant well but no longer knew what schools expected of them. "If we could spell it out, then we could narrow down the problem parents to a smaller number."

Many parents of good will did not belong to parents' teacher associations and the schools were not getting through to them. She hoped the idea would be taken up by local authorities in the same way as had the idea of parental consent for an school report suggested at the Newcastle debate. She could not impose it.

On school meals, Mrs Williams said she did not believe the education service could abandon responsibility for what was for many children the only certain hot meal of the day. She was perturbed by the large number of parents who did not apply for the free meals for which their children were eligible.

The conference responded enthusiastically when she said the cost of school uniforms was beyond the capacity of normal families. Local education authorities, schools and education welfare officers should join together to establish a uniform fund which would supply the uniforms and shoes. Parents cannot afford the luxury of expensive blazers."

Mr Cliff Lorenzelli from Sheffield was worried about the amount of money poor parents were forced to spend on non-essential school activities for which local authorities give no help. Many parents did not know what was expected of them and they found it difficult to understand what the schools were trying to do. It was important that school reports and letters and invitations and notices should be written in simple, clear, after having been checked by a "start the day" man. They should ensure that children had a reasonable night's sleep.

He would also undertake to visit schools in reasonable discipline, recognizing that any curriculum should, in the first instance, be taken up with a school. They should be told with whom to take these undertakings should be limited to a document which would be only morally binding. There would be no legal commitment.

He believed such a mutual acknowledgment of responsibility would help schools and parents more than anything else, said Mrs Williams. Many parents did not know what was expected of them and they found it difficult to understand what the schools were trying to do. It was important that school reports and letters and invitations and notices should be written in simple, clear, after having been checked by a "start the day" man. They should ensure that children had a reasonable night's sleep.

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**Spot the difference...**

Girls in private schools are more likely to catch German measles than their sisters in state schools. Yet fewer than half of them are vaccinated against the disease.

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Only 48 per cent of girls in independent schools are vaccinated. This compares with 72 per cent in state schools and 68 per cent in direct grant schools. Independent schools are excluded from the vaccination programme which is run by the school health service.

The findings, says the report, are of particular concern because girls from the professional classes are more susceptible to German measles.

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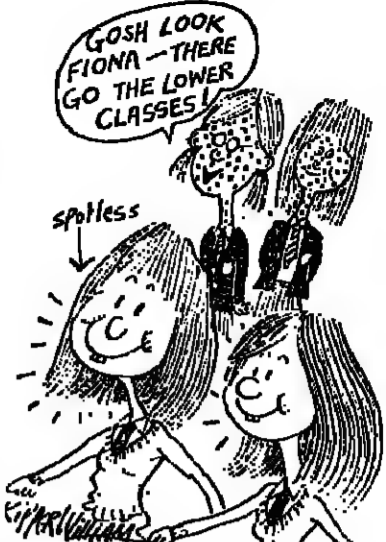
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**BE A REAL MUSICIAN**



### Widen scope of colleges, says a voice from the DES

The surviving colleges of education should be required to mount part-time and further education courses, said Mr David Lloyd Jones, an Under Secretary in the Department of Education and Science, last week. Colleges should not regard degree courses as their only proper task.

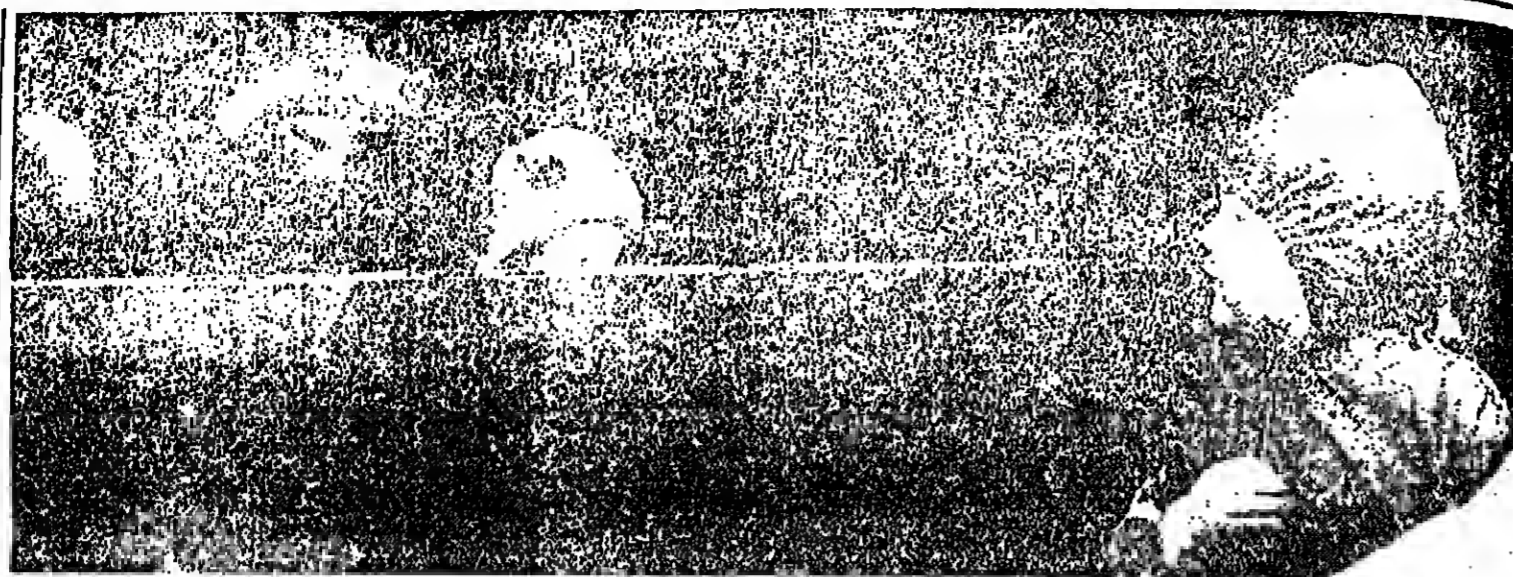
Mr Lloyd Jones was addressing the annual conference of the 600-member Association of College Registrars and Administrators at Northumbria College of Higher Education—a college which hopes to avoid the threatened closure by offering further education courses in addition to teacher training. Mr Lloyd Jones was not actually present at the conference. Because of a train strike he delivered his speech via a telephone taperecorder and loudspeaker.

By 1981 there would be 414 institutions offering advanced courses, about 40 of them voluntary colleges, he said. There would be 67 colleges with more than 90 per cent advanced work, most of them former colleges of education; 57 with between 40 and 90 per cent advanced work, 18 of them colleges of education; and 260 colleges, the majority further education colleges, doing less than 40 per cent advanced work.

The year 1981 would represent something of a watershed. Although increases in the number of students taking non-advanced and evening last-year courses were expected, higher education numbers would reach a peak in 1981 and then gradually decline. The effect of higher fees and the limitation on the number of overseas students represented a change in longstanding government policy that all those capable and willing to take part in higher education should be able to do so.—T.H.S.

### Sanctions vote

Members of the Assistant Masters Association in Hampshire are to vote on the introduction of sanctions against the local authority, which wants to increase the size of sixth-form A level teaching units. A ballot form has been issued asking if they are in favour of refusing to take classes of more than 15 sixth formers.



Seeing eye to eye: town meets country at Hayes Hill Farm, the latest attraction, particularly for school parties, in the Lee Valley Park, Essex, 18 miles from the centre of London. As well as looking at the animals, visitors can see a display of farm implements in a converted eighteenth-century barn.

### Careers handed to them—on a plate

Over the pizza, chicken casserole, meringue and vases of fresh spring flowers, groups of apparently interested young girls clustered round a gathering of local Rotarians and other worthies.

A bank manager (being controversial and wearing his male chauvinist pig tie) was promising one of the girls a look behind the scenes at the bank. The local curator and borough librarian was being told about the new sixth-form library of the school ("And what is a curator, I've always wanted to know"). The local postmaster was showing anybody who showed the slightest sign of interest a bundle of careers leaflets, while at the same time complaining "They don't seem to know an awful lot about the nature of work, do they?"

In fact the whole exercise had been launched to remedy just such a defect. It was one of a special series of careers lunches put on by Coombe Girls' School in the London borough of Kingston upon Thames last term as a simple, enjoyable way of enabling potential local employers to meet senior pupils and staff informally—over a stand-up lunch prepared by girls. At this particular lunch there were between 50 and 60 fifth and sixth year girls, each paying 30p for the occasion. Guests (or vice-versa?) included the council's chief executive, a chief inspector of

of information. Teachers learnt just what employers were looking for (and one coming away clutching a copy of the Post Office's aptitude test for potential employees). The local worthies learnt a bit about what schools were trying to do (much changed since their day, of course) and what kind of pupils this particular school was producing. And they were impressed. "Absolutely splendid," said the man from the bank. "To be able to talk to them at the level to which I have been talking to them today is quite incredible. The standard of their questions—and their presentation of them—have both been very high."

There were more tangibly pay-off. During the lunch a consulting engineer phoned to say that a friend of his had been to a previous lunch, and also been most impressed, and had the head mistress perhaps one or two girls who would be interested in being trained as tracers?

Mrs Audrey Taylor, the head mistress, said she started the arrangement partly as a reaction to worsening employment, and partly as a way of improving careers education. "We tried to do something a bit different. Most careers meetings are a bit formal, and we were trying to break this down. I must confess that it has turned out much better than I really thought it would."

The commission also recommended that there should be more emphasis on support for parents and local minority groups should be involved more closely in homes with block children, that more minority staff should be recruited and existing staff should have more training and support.

Other changes include the setting up of an honorary panel of advisers, including Sir Leonnox Berkeley, Anthony Manuhin, Andre Previn and Malcolm Williamson, Master of the Queen's Music. The festival is now affiliated to the British Federation of Music Festivals and the United Kingdom Council for Music Education.

Interesting, too, though on a less elevated plane, is the decision to make the piano a solo instrument in the festival's concerto section. As with voices in 1976, it is now felt that the instrumental range and character of the festival is fairly enough established for there to be no risk of its dwindling. It is a voice-and-piano dominated form, it is no surprise, therefore that the ranks of festival supporters have been swelled by the addition of the Piano Manufacturers' Association.

Selection of participants this year is once again made on the basis of on courses leading to the Certificate of Qualification in Social Work are being provided by the Department of Health. These grants should have the effect of the expected shortfall in secondary students to these courses and follow strong lobbying by the Central Council for Education and Training in Social Work.

The first production of Cornwall's new theatre was staged this week at Redruth School and the sixth form college, St Austell. A cast of 25 young people aged between 16 and 21 performed T. S. Eliot's *Murder in the Cathedral*. They came from schools as far apart as Bude and Marazion.

The Marine Society is looking for another young artist to go to sea in the Merchant Navy to teach seafarers how to paint and draw. The appointment is for one or two years and the salary is £2,100 a year, plus free board and lodging. The society has sent five artists to sea over the past 10 years.

More grants for postgraduate students who have got places this year

Students and employers, it should be noted, should be consulted about assessment methods and colleges should provide para counselling and PE programmes for all part-time students

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The international aspect comes out in D. W. Parson's discussion of regional development as operated by the European Commission and the difficulties of running a European policy for the regions when economic development is in the hands of the member states.

Professor J. R. Mellory of McGill University in Montreal considers the Quebec situation and the dangers of any static solution to the demands for greater provincial autonomy.

The whole issue explores the problems that have led to the current impasse in Britain but also presses the point that an administratively feasible and politically satisfactory answer must be found to this problem.

For further detail write to: The Political Quarterly, Elm House, 10-16 Elm Street, London WC1 Tel. 01-278 2345

### Iranian bid for school

The owners of a 220-pupil independent school in Nottinghamshire are considering a proposal by families from Iran to start a secondary school to give their children an English education. Approaches have been made to the school, which lies in 25 acres of countryside near Kirklington near Southwell. The Iranians want to start a secondary school for 50 pupils, which they will pay for. Principal and joint owner of the school, Miss Joan Thomas said: "The English method of education is well respected abroad. People overseas see great store by it. The Iranian proposal may through it could be next year but there is a lot to think about."

### Home cures for blacks in care

There should be more self-help projects run by ethnic minority groups for children now being taken into care, and their parents. This is one of the recommendations of a discussion pamphlet on black children in residential care, published by the Community Relations Commission.

The commission also recommended that there should be more emphasis on support for parents and local minority groups should be involved more closely in homes with block children, that more minority staff should be recruited and existing staff should have more training and support.

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The whole issue explores the problems that have led to the current impasse in Britain but also presses the point that an administratively feasible and politically satisfactory answer must be found to this problem.

### Far too many bad maths teachers

by Bob Doe

The failures of modern mathematics teaching were discussed by the new college of teachers than by the contents of syllabuses, Dr Edwin Kerr, president of the Mathematical Association, said at their annual conference in Liverpool last week.

"The greatest problem is the chronic shortage of suitably qualified mathematics teachers," Dr Kerr said. He wants the Government to make special grants to recruit mathematicians out of industry into teaching, priority for mathematics teachers in in-service training, and centralized funding for in-service training.

Dr Kerr, who is also chief officer of the Council for National Academic Awards, said that in spite of the general surplus of teachers the shortage of well-qualified mathematics teachers was getting worse. Government estimates that the shortfall of 231 in England and Wales in 1973 had risen to at least 1339 last year.

A third of the mathematics teaching in secondary schools was done by teachers without an acceptable qualification in mathematics.

He welcomed the Government's plans, announced in the Budget, to increase through the Training Service Agency the retraining of suitably qualified unemployed teachers. He claimed there were "significant numbers" of these with an A level in mathematics who could be recruited in this way.

But he warned mathematicians in industry contemplating a move to teaching to be encouraged to take

teacher-training courses with TSA grants that would make up some of the difference between starting grants and their industrial salaries.

Schemes using peripatetic mathematics teachers and staff borrowed from industry and further and higher education should all be considered but would not solve the problem. Not enough were available and it would be difficult to ensure continuity of teaching. "We must use in-service courses to improve the qualifications of existing staff," he said.

Expansion of in-service training was the Government's policy but the numbers of teachers on such courses was still very low. "Maybe we need to develop a national budget for in-service education," he said, though he recognized this would not be popular with local authorities.

Mathematics teaching should get priority in the spending of in-service money. "I would justify this on the basis of the chronic shortage of mathematics teachers and the key nature of the subject."

Dr Kerr also referred to a proposal currently being considered in mathematics circles to restrict mathematics to teachers with appropriate qualifications. Only graduates, for instance, would be allowed to teach sixth-form mathematics.

The proposal does not include any suggestion that salaries should be directly linked to levels of competence, though of course these would be taken into account for promotion purposes.

### Music festival moves

by Robin Maconie

The National Festival of Music for Youth, which has become one of the major annual events of British music, marks its seventh season this year with a move to London's South Bank.

Organized and presented by the Association of Musical Instrument Institutes and sponsored by The Financial Times, the festival will display the best of British school and youth music simultaneously at the Royal Festival Hall, the Queen Elizabeth Hall and the Purcell Room on July 9.

The move to London is a further step towards establishing the national festival more firmly in the public mind and a more "concert" rather than "competition" in London it will be accessible to a wider public. The move will also allow smaller ensembles to be heard in halls of appropriate size.

Other changes include the setting up of an honorary panel of advisers, including Sir Leonnox Berkeley, Anthony Manuhin, Andre Previn and Malcolm Williamson, Master of the Queen's Music. The festival is now affiliated to the British Federation of Music Festivals and the United Kingdom Council for Music Education.

Interesting, too, though on a less elevated plane, is the decision to make the piano a solo instrument in the festival's concerto section. As with voices in 1976, it is now felt that the instrumental range and character of the festival is fairly enough established for there to be no risk of its dwindling. It is a voice-and-piano dominated form, it is no surprise, therefore that the ranks of festival supporters have been swelled by the addition of the Piano Manufacturers' Association.

Selection of participants this year is once again made on the basis of on courses leading to the Certificate of Qualification in Social Work are being provided by the Department of Health. These grants should have the effect of the expected shortfall in secondary students to these courses and follow strong lobbying by the Central Council for Education and Training in Social Work.

The first production of Cornwall's new theatre was staged this week at Redruth School and the sixth form college, St Austell. A cast of 25 young people aged between 16 and 21 performed T. S. Eliot's *Murder in the Cathedral*. They came from schools as far apart as Bude and Marazion.

The Marine Society is looking for another young artist to go to sea in the Merchant Navy to teach seafarers how to paint and draw. The appointment is for one or two years and the salary is £2,100 a year, plus free board and lodging. The society has sent five artists to sea over the past 10 years.

More grants for postgraduate students who have got places this year

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Professor J. R. Mellory of McGill University in Montreal considers the Quebec situation and the dangers of any static solution to the demands for greater provincial autonomy.

### Miss Baird in top union job



Miss Joyce Baird has been appointed general secretary of the Association of Assistant Mistresses. Miss Baird, who is 47, is president of the association. She will work in tandem with Miss Sheila Wood, the general secretary, from September, and will take over the job completely when Miss Wood retires next year.

Miss Baird is head of the geography department at the Herfordshire and Essex High School, Bishop's Cleeve, Shropshire. She is a member of the governing council of the Schools Council and represents the AAM on the Cambridge University Local Examinations Syndicate.

The merger of the association with the Assistant Masters' Association is rapidly hearing completion and is expected to be finalized by the end of this year.

It is likely that administrative posts will be doubled-up after the merger with equal numbers of men and women servicing the combined union. Members in the regions will be asked to elect two executives for each area out, although sex discrimination laws forbid men or women only elections, the hope is that there will be a balanced executive committee.

The new union will have about 60,000 members, making it the third largest teachers' organization. Miss Ann Crox, head of English at Wakefield High School for Girls, has been elected president of the mistresses' association for 1978.

### People

Professor William F. Brooks, University of San Diego in California, is to spend a year at Keele University as Fulbright-Hays visiting professor in American music.

Superintendent Edward Ernest East, of the Thames Valley Police, has been appointed marshal (chief officer for it). Classes 5 and 6, brass and wind bands, are self-explanatory; Class 7, recorder ensembles, admits "an accompanying instrument."

### Schools

Miss J. P. Turner, head of Brighton and Hove High School, is to head Hnwell's School, Llanliff, Cardiff.

Mr Marian Selwyn-Smith, head of Rushmore infants' school, Clapton, is to head of Cyril Jackson primary school, Three Colt Street, London, E14.

### Universities

Mr Horton Rogers, lecturer in law at Nottingham University, will replace lectures in criminal law at University College at Buckingham, to be professor of law at Leeds University.

Inquiries to: National Festival of Music for Youth, 23a Kings Road, London SW3 4RP; tel. 01-720 2628.

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**THE POLITICAL QUARTERLY**

VOLUME 10, NO. 1 APRIL 1977

DEVOLUTION NUMBER

These are the themes of a Special Number of 'The Political Quarterly' where the anti-devolution view is forcefully put by Professor Lewin Gunn of Strathclyde University. In his article he argues that the general approach of the recent Bill was administratively and politically impossible.

Another article, by Vernon Bogdanor at Oxford University, contends that this half-way house between federalism and centralism is untenable.

The contrary view that devolution is desirable and workable in the case of Wales is argued by Sir Gorouway Daniel, Principal of Aberystwyth University, and by Professor John Mockintosh, M.P., in his opening commentary, who sees it as the only way to prevent the break up of the United Kingdom.

Part of the political problem is looked at by Professor Proctor, who looks at alternative electoral systems for the devolved bodies.

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# The view from County Hall

Community education is the fashionable watchword, but the basic of Somerset's strategy for youth is its approach in further education.



Elsewhere, the term is used increasingly to mean full-time college courses, as when HES ministers claim that FE numbers have doubled. In rural counties it still means in a great extent part-time adult education, and in Somerset, it goes a great deal further.

The county's further education service links the colleges, the schools, the village community organizations, the youth service, and careers work. It is the mechanism through which the education committee and the chief education officer, Barry Taylor, hope to get the adults, teenagers, and children to share fully the country's limited resources.

The levers which operate the mechanism are the interventional management structure set up three years ago when the truncated authority was reorganized. It is an authority of five members, county council, a deputy C.E.O. (technician), a deputy C.E.O. (teacher), a deputy C.E.O. (manager), and three education officers, the third tier in the departmental hierarchy, in charge respectively of youth services and adult education, FE administration and careers.

Then, in July, 1975, Barry Taylor virtually did a Colossus—writing a paper calling for a county-wide

abolished community approach. We had to persuade both them and the adult groups that bringing the young into the community meant that they either disappear or slip through what is already going on.

In the course of the debate, groups in some localities started to make their own moves towards a joint community service: at Huish Episcopi, a village near Taunton, the school governors asked that the youth wing of the school should become a community wing, and that the tutor and the area's youth officer should have a responsibility for community education.

Last spring, a working party of the education committee put forward proposals for the new community education structure in a consultative document which triggered off a further nine months of debate. Meetings were held with more than 50 groups from adult education, the youth service, schools, and district councils. In the end some of the groups remained inshakably opposed to the proposals, although a large majority agreed with them.

Under the plan, new area administrative boundaries will run the county's youth service and adult education jointly. The new FE principals and youth officers will make way for an area community education officer and an assistant, who will be responsible both to local school governors and the local youth committee. They will be expected to find out what the community wants and to help provide it, working closely with district councils.

In approving the plan, the education committee also had to demonstrate that it means what it says about being flexible and letting communities move of their own piece. It has agreed to put off the introduction of the new structure until the autumn, where there is considerable opposition to it.



### Inner city teachers and youth workers see themselves in the front line in the battle against deprivation and teenage unemployment, a view that the Government backs with urban aid and allowances in the rate support grant.

But is it all that idyllic for young people down in Britain's broad acres? MARK JACKSON has been taking a brief rural ride in the South West. Here he reports on how youth is faring far away from the city streets.



There are still a lot of things that can be done in the rural areas. In the smaller towns, the commercial entertainment is the pub, available to the under-18s only where the landlord and the village bobby are prepared to conspire in a rural stirring of the law.

The difficulty is not in persuading the youngsters to use what the youth service has to offer. It is almost entirely one of providing enough facilities where they can get at them. Michael Sharp, the deputy chief education officer for further education, says that the youth service does not have to worry much about whether it should concentrate on disadvantaged groups or try to spread its resources over all the young.

"You can say that being young here in itself implies a measure of social deprivation," he explains. "There is no real question of a youth revolt, or of the young seeing themselves apart in a self-conscious youth culture. In the main the adults control the key facilities: transport, the pubs, the village halls, school premises, and sports facilities. The need is for young people to be accepted fully as part of the community."

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The group chatting sporadically outside did not look particularly amorous or delinquent. At 10 o'clock, when their younger brothers and one sister came cheerfully to greet them, they went off quietly with the rest.

Top: Darts a big attraction on youth club night. Bottom: Woodwork training on Bruce Bond's work experience course.

# Wanted: more jobs

In whatever ways the rural young are missing out, they are sharing in the great excitement of their generation: the new and growing fear of unemployment.

A county depending largely on agriculture and on diverse small specialist crafts and industries is not particularly vulnerable to the great industrial regions to the short-term crises of the economy. But jobs that do go as firms contract or close, or learn to do with fewer workers, are not easily replaced in better days.

Somerset had 600 under 18s, most of them school leavers out of work last September: about 140 of them have since found work, and another 100 or so have pieces on various government training schemes. In terms of relative unemployment, the current unemployment situation is a good deal better than in most cities—but the long-term prospects are possibly more disquieting.

Frank Robinson, the education officer for careers, says that structural youth unemployment, the permanent shortage of jobs for young workers which economists are beginning to believe is built into advanced capitalist economies, is likely to affect areas like his own particularly badly.

The same isolation which hits the social life of country youngsters makes it difficult or impossible to take jobs further afield when there are none left in their own locality, he says. And the county as a whole, with no particular advantages in raw materials, communications, or major pools of skilled labour, will find it very difficult to persuade new enterprises to set up in the places where the young people are.

It means, Mr Robinson and his colleagues say, that rural school leavers need as much help and preparation to improve their chances of getting and keeping jobs as do city youngsters. And because a young worker's reputation is built up in districts where firms are few and employers tend to know each other, it is particularly important that he should be equipped to give the right impression from the very first.

# How a country community copes with its unemployable

Down in Taunton Bruce Bond is busy reducing the supply of what others might call the village idiots. Country communities do not often have youth diagnostic clinics: the slow witted and those whose behaviour does not match the accepted norms risk being written off as out right in the head. With jobs increasingly hard to get for everybody, the products of the ESN schools and of child guidance may face a lifetime of pauperdom or domestic drudgery.

Carol, Charles, Jenn, Alice... (these are not their real names) all left special schools last summer, the educational system having done, apparently, all for them that it could. None of them knew how to get a bus, or use a telephone. They had no idea of how to get looking for a job or what sort of work they might possibly be able to do. Everyone assumed that social security was their best bet.

There are still a lot of things that can be done in the rural areas. In the smaller towns, the commercial entertainment is the pub, available to the under-18s only where the landlord and the village bobby are prepared to conspire in a rural stirring of the law.

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# Store's counter argument for training

Taunton's only big independently owned department store, Fletcher's, has to exist on the edge of the retail chains to survive. But it does every Tuesday morning so that the managing director can lead a short training session for its 170 staff.

The store has done some sort of training for its 201 years' existence: indeed, in the last century Miss Fletcher's Young Ladies lived on the premises and were schooled to rigid standards of deportment and morality. But it was the arrival of industrial training legislation and the Distributive Industry Training Board in the mid-sixties that prompted the management to establish a modern planned training programme.

Since then all the store's buyers as well as its senior management have qualified as instructors on training board courses: between them they cover the needs of the shop floor staff, the administration, and themselves.

Three years ago, with life getting rough in the high streets, Fletcher's management thought they could use the Tuesday morning better taking money in February last year they decided that had been a mistake, and reinstated the training sessions.

The training officer, Mrs Jean Larn, says: "It was a straightforward commercial decision. Performance was falling off, and it was costing us money. People were getting sloppy about accounting procedures and credit checks, and the selling staff were not all giving the standard of service that we consider vital for our survival."

"I think that we were really glad to have it demonstrated to us that training wasn't a luxury." But in addition, the store has two



the imperatives of competition can hardly account for Fletcher's readiness to cooperate enthusiastically in work experience schemes for the town's school pupils and leavers. Over the past year the store has given a succession of 15-year-olds from a local secondary a week each of carefully supervised work.

Mrs Larn says that the management feels that it has a stake in the community and that it must do what it can to help local young people prepare for an increasingly demanding adult world. She and her colleagues enjoy their presence in the store: they are for the most part, she says, "wonderful kids", and often likely material for later recruitment.

The rules of the education department's work experience scheme, which includes the pupils and places a considerable administrative load on the school as well as the careers service, forbid payment; but firms are allowed to help with out-of-pocket expenses and Mrs Larn slips each youngster a fiver on the last day — "because it makes them feel appreciated".

In addition, the store has two

jobless youngsters for six months under the Manpower Services Commission's work experience scheme — an 18-year-old with respectable A levels who is attached to the accounts department, and a 17-year-old with some O levels who is waiting to join the forces. Fletcher's is ready, on the basis of its experience, to take more of them.

What Mrs Larn says is not all as far as her company is concerned is the new unified vocational preparation scheme, which would mean sending off young employees on three month courses in return for a £10-a-week government grant towards their wages. "That would cover less than half the cost of employing staff in their place. With competition the way it is, we simply cannot afford to volunteer in take on that sort of burden."

Mrs Larn believes that sort of thing should be done in the schools, which should make teaching more relevant to the problems of adult living and to work; although she doubts whether many teachers really understand what the ordinary working world is like. She would like to help change that by providing teachers, too, with work experience.

"I'd be glad to have a headmistress in the hairdressing department for a week or two", she says. "She really would learn a lot of very useful things". Mrs Larn does not want to see youngsters who are going to work behind counters encouraged to stay on at school longer than they must. "Our girls need to be able to read and write well, to add up, and to have the right manner. A levels would simply give them ideas and make them restless".

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### 'A boring green wasteland...'

Somerset is still Somerset, despite the M5 motorway, local government reorganization, and the cultural levelling of the television age. A verdant haven for the old, it can be a boring green wasteland for the restless teenager without a car.

Last month the county's education and cultural services committee took a policy decision which assumes that the best hope for the young is to get together with their elders. In deciding to push ahead with the integration of youth services and adult education, the committee recognizes that the key problem of rural youth is not alienation but isolation.

The problem exists in pockets throughout other English counties, wherever branch lines and bus routes close have left those who are too young to drive marooned in village backwaters along with the very old and the poor.

But in Somerset it is a county-wide situation which governs the authority's approach to youth work. Neighbouring Devon and Dorset both have big seaside resorts and former county boroughs to provide focal points for entertainment, communications, and change. Peter Walker's reorganization handed over Somerset's one county borough, both to Avon's corporate management, together with the county's only sizable seaside resort, Weston-super-Mare. It left Somerset with nearly a million acres of cow country, one town of 40,000 inhabitants and only three others with as much as half that number, so that most of the 400,000 population is scattered among villages and hamlets.

At national conferences Somerset's youth staff feel their own sense of isolation when colleagues from the big cities agonize over the difficulties of providing an attractive alternative to commercial discos and bars which, they say, are the only footloose young. Outside Taunton, apart from a few cinemas and bingo halls in the smaller towns, the commercial entertainment is the pub, available to the under-18s only where the landlord and the village bobby are prepared to conspire in a rural stirring of the law.

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A radical experiment in local decision-taking is running into difficulties. Michael Binyon, North America correspondent, reports from California

## RISE: grounded by finance

**SACRAMENTO** The Reform in Secondary Education (RISE), the programme that the state Department of Education in California has launched, has the biggest change in the organization of its secondary schools for many years, does not yet exist.

The multi-million dollar project to give local communities more say in the running of their schools was vetoed last year by Governor Jerry Brown, but for a year or so slight schools in the state have been working as though the reform had come into effect. The evidence from these pilot schools suggests that RISE will be exhilarating, expensive and exhaustingly slow.

Culberly High School is a typical large school with a solid reputation serving a pleasant middle-income district about 40 miles south of San Francisco. Last July it applied for federal money available for innovations, said it wanted to try out the RISE ideas and began drawing up its proposals.

From the start Coughlin found it had taken on something rather revolutionary. The first requirement was to elect a site council. This consisted of four parents, four pupils, four teachers, the school principal and two others—who the principal decided should be from the school's non-teaching staff.

The election was very thorough with nominations, statements and ballots sent out to every home. Teachers elected teachers, parents elected parents and the pupils, from each grade, elected the pupils.

The task of the site council, according to the RISE programme, was to plan the philosophy of the school. That sounded rather grandiose, and indeed the council found the task daunting. Every one had traditional ideas of the roles of teachers, parents and

pupils: the idea that each member of the council had an equal vote and each could question the fundamental principles on which the school was run, seemed novel.

The committee took two approaches, asking teachers how things could be improved in their departments, and asking themselves what should happen in the school that was not happening. They were careful to talk about RISE as a "renewal" rather than a "reform".

At the end of a term's work, the council was presented with several suggestions. One was for better teaching of reading, with better reading and math group instruction. Another, largely the brainchild of the parents, was for an alternative programme offering more traditional teaching to only pupils who wanted it.

This last suggestion is now being considered by the council. The idea is that parents and pupils could ask at the beginning of term to be assigned to classes where the style of teaching was "traditional" and structured. The council has already rejected an earlier suggestion for wanting traditional teaching to be an "academy" because this was thought to be divisive.

The coordinator of the pilot project said RISE, though similar in concept to the Early Childhood Education programme now introduced in many California schools, was much more difficult to administer. "High schools are very different from elementary schools. They have different departments, each of which is more independent, and they have a more settled curriculum. It takes time to change things."

It could be asked whether this systematic review of a school's philosophy, which the RISE programme



## Inconclusive' migrant language experiment

David Dungworth

Two years ago the Bavarian State Institute for Educational Research, which is part of the Federal Ministry for Education and Science, embarked on a language-teaching experiment with migrant children. An interim report has now been published by the State Institute for Educational Research and Educational Planning in Munich, which is responsible for the design and supervision of the experiment.

The aim of the Bavarian experiment was to provide a bi-cultural bilingual education which would enable migrant children to obtain the school qualifications necessary for them to take up apprenticeships or employment in the Federal Republic. The experiment was designed to give them enough knowledge of their native language and culture for them to return to their country of origin if they wished.

A distinctive feature of the scheme was that the native language is the mother tongue for academics. Pupils during the early years with German having the status of a second language. For those pupils who go on to take school-leaving certificates, German will replace the native language as the compulsory foreign language.

German occupies an increasing part of the curriculum in later years. In the first and second years of primary school, six and seven hours respectively, 23 hours of instruction a week to their native language and five hours of German. In the following two years the German component is increased to 12 hours a week. At secondary level the proportions are 20 hours for the first two years and 20 and 20 hours respectively during the final three years of compulsory schooling.

Experimental classes may be opened in state schools when there is a minimum of 25 pupils who speak the same foreign language. For the same groups as German children for subjects in the language of instruction is leading to a breakdown of identity in the Muslim world.

## Muslims to set up world education centre

The month's First-World Conference on Muslim Education (YES, April 7-11) in Mecca asked Muslim governments to order the closure of Christian missionary schools operating in their countries and to persuade Muslim parents not to send their children to such schools.

## Big protests over spending freeze

from William Purvis

**SYDNEY** After the success of a day of national protest last week teachers throughout Australia are planning to maintain their campaign for more education funds.

Protest meetings in all state capitals and some large regional centres attracted about 4,000 teachers.

The theme of the protest was to break its freeze on education spending and pledge increased funds in the forthcoming budget.

The federal government will be sending its guidelines to the Schools Commission at the end of this month. The most important item will be the financial limits imposed on the commission—the limits within which it will have to operate for the next year.

If those limits are unsatisfactory to the teachers they will intensify their campaign.

If some of the reports coming from Canberra are accurate the teachers could be in for a long, hard campaign. Senator John Corrick, Education Minister, is said to be fighting a hard battle in Cabinet to maintain the level of spending on education.

The federal Treasurer, Mr Lynch, backed by the Treasury, is reported to be demanding substantial cuts in some areas of expenditure, including education, health and welfare.

Meanwhile, in a joint statement the Australian Teachers' Federation, the Technical and Further Education Teachers' Association and the Council of State School Organizations has noted with concern that the Minister has failed to clarify the government's intentions on future education funding.

## English teaching may be 'downgraded'

from Mark Webster

**PARIS** The Education Ministry is launching a new drive on the near-monopoly of the English language in French schools.

At present, 84 per cent of children learning either one or two foreign languages choose English. Its nearest rival is German, which is chosen by 19 per cent. Despite considerable efforts by successive Education Ministers, Italian and Spanish have both lost ground.

M René Haby, the Education Minister, now proposes to encourage the teaching of minor languages by releasing more funds. But he has kept the requirement that at least 15 children are necessary to justify opening a class for a second language of English or German, and a minimum of eight for other languages.

His anxiety stems from the phenomenal growth in secondary school students choosing English as their first foreign language.

In 1958, out of 856,000 children choosing their first language, 76 per cent chose English, 19 per cent German, 4 per cent Spanish and 1 per cent Italian. For 1975-76, the number of children doing a first foreign language had risen to 4,470,000, of whom 81 per cent chose English and 16 per cent German, while the other two were almost wiped off the language teaching map, with 2.7 per cent learning Spanish and 0.3 per cent learning Italian.

Part of the problem is the inconsistent attitude of the Ministry of Education. In 1965, M Christian Souchet created a course leading to a baccalauréat in three foreign

languages which favoured the less popular languages. Then, in 1971, the Ministry created the option of copying a second foreign language in favour of a "reinforced" course in the first language, doubling the hours of classes from three to six.

Such a scheme was bound to favour English as the most popular first language and it provoked on outcry from university students, who were afraid such an action would limit the number of teaching posts.

Following a protracted series of strikes M Souchet promised the introduction of a "scholastic chart" which would ensure that at least five foreign languages (English, German, Spanish, Italian and Russian) were available in every secondary school from the first year. It has never become a reality because of administrative difficulties in the schools and the lack of cash in the Ministry.

Nor will the language crusade get a great deal of support from M Haby, because he is not convinced of the merits of learning a second foreign language when only one in 10 children ever put their first foreign language to any real use. Nonetheless, he is eager to make sure that English does not get a total monopoly.

M Haby is also keen to see greater emphasis on the teaching of such languages as Portuguese, because of the large number of immigrant children, and on Arabic because of its potential as a commercial language.

M Haby does not have an ally in President Giscard d'Estaing, who says openly that in his conversations with the German Chancellor, Helmut Schmidt, he uses English.

## Innovator who ignored the call to Washington

**SACRAMENTO** Dr Wilson Riles is probably one of the most influential education administrators in the United States. As California's Superintendent of Public Instruction he is responsible for education in America's largest, and in many ways trend-setting, state. It is closely identified with the successful reforms in elementary education and those proposed for secondary education. He is usually the best known black in the world of education.

Dr Riles has staked his formidable reputation on the success of the Early Childhood Education Programme and on the adoption of the ideas proposed in the Reform in Secondary Education (RISE) programme. It therefore came as a bitter blow to him when Governor Jerry Brown vetoed the RISE programme last year, and led to considerable friction between two of California's most popular elected officials.

But Wilson Riles is not a man to be put off easily. He knows that, following a recent court judgment, the Governor must introduce some widespread reforms into the system of local financing of education in California. And he knows that the his credit for reform, Dr Riles is a quietly confident, therefore, that he can get most of the ideas put back in the new package the Governor is drumming up support for.

By 1969, in the highly charged political atmosphere of Sacramento, the state capital, ro-



Riles: "For the Children".

level of violence and the encouragement television gives this. Bussing is another matter that Riles believes must be considered from the child's point of view. Does it work? Does it allow for better education, happier classes? Committed as he is to equal opportunity for blacks, the handicapped and all minorities, Riles does not believe bussing the be-all and end-all. As he says, a teacher who does not want to be where he is will not teach well, and a pupil who feels uneasy in class will not learn much. Bussing must not be rejected. But other schemes—magnet schools, for example—can sometimes speed up integration more effectively.

## New education chief starts bureaucracy shakeup

**WASHINGTON** A thorough reorganization of the Office of Education is to be put into effect immediately by the new Commissioner, Dr Ernest Boyer.

Some 25 staff offices which formerly had been grouped directly to him have been regrouped and simplified, leaving only seven directly responsible in the Commissioner.

At the same time all affirmative action programmes aimed at encouraging opportunities for racial

minority groups, women and the handicapped have been brought together in a single office to emphasize the government's commitment to this.

Dr Boyer said nothing that was being done would stand in the way of any future separation of the Office of Education from the Department of Health, Education and Welfare. If President Carter decided to create a separate Department of Education.

But for the moment the changes were aimed at concentrating on the three priorities, which, he said, were, in order: access, promoting equality of opportunity for women, minorities, the elderly, handicapped and other historically by-passed groups; excellence—the improvement of reading and writing and strengthening of the teaching of basic skills in America; and new directions—looking at the connections between schools and the home, work, cultural institutions and community groups.

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## LETTERS

### Blame it all on apathy

Sir,—I have been interested in the Great Debate of the reasons for the falling standards in education. The reasons seem to centre around an inability on the part of educationists to agree on the best system of education. Should it be formal or progressive? Should it be streamed or mixed ability? Should it be grammar or comprehensive?

I may be naive, but I firmly believe that the system employed is secondary to the commitment of the people implementing it. Having recently finished teaching in a middle school, I think from my experiences there, that the most insidious force at work in education today is the number of teachers, at both top and bottom, who are neither actively interested in their work, nor enthusiastic for children or teaching.

A typical day in my former school consisted of an assembly from the head, read from a book in a detached monotone, lessons conducted in splendid isolation, untroubled by either headteacher or interested colleagues, break time in the staff room marked by the usual complaints about children's behaviour. The afternoon was much the same, highlighted by a "Lo Mouse" get-away from the staff car park.

I do not pretend that what I have outlined is typical of a great many schools, but it is symptomatic of what is wrong in education. One of the important factors in a teacher's make-up is the warmth for and understanding of the children and their needs.

The system only provides the framework within which this operates. Likewise, if teachers should care for the children, they should care for each other.

They should be willing to learn from one another, be interested in what others are doing, be constantly and positively taking stock of the total school situation. The reality, as I experienced it, was a staff who rarely spoke of matters educational (the most heated exchange in a staff meeting came in a discussion of holiday dates).

Any members of staff who did comment on the complacency were conveniently labelled unprofessional. That, of course, means by all those who are in teaching for sheer convenience, those who revel in their unaccountability both to their fellows and, more important, to themselves. For, while the teachers who openly champion the different causes are constantly pilloried for their inability to agree despite their professional concern, those teachers who neither think about nor, what is worse, care about the state of their school, let alone education in general, carry on disinterestedly, with indifference and cynicism with untroubled consciences to child, school, and education alike.

NAME AND ADDRESS SUPPLIED.

### Faraday: well done, lass!

Sir,—Thank you, BBC, and thank you very warmly, Faraday School, for giving the public its first truthful glimpse of the comprehensive millennium in full swing. My own school is just like that: often worse and more frightening. The pity is that the brevity of the stuff shown in the film is not likely to be repeated.

The silly comments in some of the letters you published will see to it that, silly comments about the whereabouts of heads of department, for instance, where should they be, are not being some probably equally revolting class, perhaps held a mile away?

Silly comments about inexperience, foreignness and sarcasm, too. Probationers have to go in at the deep end: there is no other end. The head of department is there too, giving his own version of the usual helplessness. I know: I am one. All members of my department take their share of hell. If they didn't some would have too much for any human being to stand, and our breakdowns would be even worse than it is. Age and experience are factors to be discounted except where their possessors are also large, powerful and aggressive. I am, thank God.

For the serene young teacher: well done, lass! At least she will survive. That is number one priority, and no one should be allowed to try and talk her out of it. Nor should comprehensive re-organization be allowed to wriggle off the look. My own foul school is an amalgam of several sec. mods, and a grammar, all good, that seems to be the common pattern.

D. M. T. JONES,  
134 Barham Green Lane, Norwich.

Sir,—Most of us are by now heartily sick of all the talk about "the Penrose programme". I certainly do not wish to continue the debate on whether it was belated or prejudiced, whether it was timed to be produced at the same time as the Black Paper. These seem to me irrelevant in relation to one major issue which I have not, so far, seen debated.

What is the effect of showing to millions of viewers young men and women in their boredom and truculence and rudeness—not to the viewers but on the actors. Has the experience of the glare of publicity on the child participants helped them or damaged them? Are they proud of their canny image or ashamed or indifferent?

I find it difficult to imagine that the experience could be of value to most of them. I do not believe they can have remained in different. Exposure to publicity even for achieving excellence in sport or music or chess or quiz programmes is a dangerous form of experience for thirteen or fourteen-year-olds.

Before we venture further in experiments of this kind let us think hard and inquire widely into the best term and the long term effects of using specific young people who are individuals to appear to assume the role of the stereotype of their generation.

I have a feeling that this is playing with fire in an activity about which we know little. These particular pupils were where they were under the compulsion of the law. What will their parents and their teachers think of all this in six months' or in six years' time?  
F. C. A. CAMMAERTS,  
Rolle College,  
Rolle, Devos.

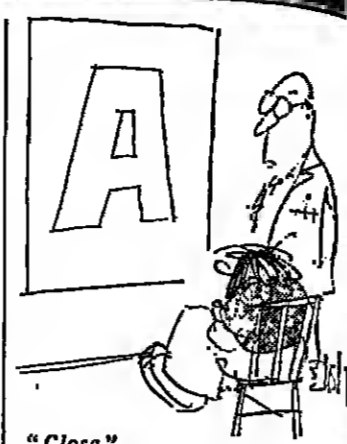
### Graeco-Roman roots for Europe's schoolmen

Sir,—In his article in your Extra on "Muslim education" in this Beginning was the Word" (April 2), James Dickie writes: "The first European universities sprang up in those countries adjacent to Islam: Italy and Spain" be them lists the six earliest universities in those countries.

This ignores the University of Paris, whose charter dates from 1200, making it second oldest after Bologna. The third Lateran Council, 1179, had ruled that every cathedral must provide a teacher to teach its clerics, and the University of Paris developed out of the Episcopal school of Paris, which recu-

lites of arts, canon law, medicine and the sciences. "The disputatio and the scholastic method beloved of the schoolmen were part and parcel of the undrazaos." True, but they were also part and parcel of the European tradition of education as handed down from the Graeco-Roman world.

The language of instruction was Latin, and it was Charlemagne's realization that scribes often did not understand their Latin orator foreign scribes that led him to call in Alcuin of York, a sample of whose question and answer method may be found in the dialogue between Alcuin (ie Alcuin) and Paulu-



"Class."

### L.e.a.s lax on workers' rights

Sir,—The efforts of Dr P. B. Bate, now installed as a visiting professor at Sussex University, to increase awareness among educational administrators of the employment protection legislation is most welcome. This will force the work of the Local Authorities Conditions of Service Advisory Board, which has emphasized the necessity of education and other services considering the policy issues.

However, your leading article, which stresses the risk of a bureaucracy becoming obsessed with staff welfare and relationships (April 8), might usefully have included some comment on the slow pace of some authorities and their negotiating bodies in negotiating the new rights embodied in legislation such as the Employment Protection Act, the Trade Union and Labour Relations Act, and the Health and Safety at Work Act. There is evidence of some services regarding the new laws on the rights of employees in a surprisingly lax way.

Surely no reasonable employer, whether in private industry or local authority services, need worry unduly if they observe good practice in statutory rights. Written statements of particulars of employment, well drafted discipline rules, and grievance procedures ought to be the hallmark of a good authority.

I suspect that the new laws are exposing a very soggy and inefficient middle which is feared to be threatened by new laws. The copy powers of administrators that have prevailed in the past are being challenged not out of blind desire for children, or to protect teachers and others in service, but to improve relationships and to define better how unions and employers can observe better employment standards.

MAURICE CORINA,  
64 Orchard Place,  
Blackmore, Essex.

### Grist to the Post Office mill

Sir,—Cannot your advertisers be persuaded to reduce their reliance on the Post Office? I am much resent depending on extra 30p on every job I apply for—a recent advertisement elicited 200 replies for a Scale 1 post, or £26 entirely unnecessary income for the Post Office. It could even become part of the weeding-out process for candidates to have to provide information in a complete, concise and comprehensible form.  
A. J. TURNER,  
Oster Lodge,  
Oster Lodge, Clifton-upon-Dunsmuir.

### Heads need more power...

...How sad that George Walker should be overwhelmed in his share power, heads told" (April 1). Muggio O'Connor rightly observes that the system now in place is not a fair one. It is a system which is being run by a few people who are not interested in the welfare of the pupils.

His suggestion of L.E.A. agreed advisory groups of headteachers and employers for curriculum and evaluation, is a certain step towards a more equitable sharing of power. It is a step which will bring curriculum innovation which will carry comprehensive schools into a new, coherent phase.

The need is for the sorts of leadership that the mediocrities of central bureaucracy lack. In my case, the power of the head is more apparent than real, as Frank Musgrove pointed out some years ago. The head who comes into office is a bit of a novice and soon get his comeuppance in the first few days—mid-

night. And if George Walker has a look at his school articles of government, he will find that the responsibility for staff employment and promotion lies not with him, as he claims, but with his governors.

It is arguable, indeed, that in a school where the curriculum and disciplinary matters are being run by the head, the head needs more, not less, power. If power without responsibility is harlotry, responsibility without power is impotence.

The kind of headship George Walker seeks already exists—in a number of schools, where the head is central control and all the apparatus of approved textbooks and televised contracts. But all the same heads and staff I have spoken to look longingly at the

opportunities he is so eager to forfeit.

The idea of five-year contracts for heads is not new. Apart from the more obvious objections, the system now in place is not a fair one. It is a system which is being run by a few people who are not interested in the welfare of the pupils.

I am not suggesting that the present system is beyond improvement; only that George Walker has not thought of the possibility of a headship which would bring an educational advantage, only needless upheaval and anomic management.

What heads need is not less power, but more school-focused assistance with the curriculum and disciplinary matters. Then, far from finding his power an embarrassment, the newly appointed head would discover how valuable it was when used, paradoxically, as sparingly as possible in order to discharge his educational responsibility for curriculum leadership and management.

MAURICE HOLT,  
Clyst William House,  
Plymtree, Cliftonville,  
Devon.

### ... until they fall out with staff

Sir,—Your correspondent, John L. Sibley (April 8), sounds an excellent head and I recommended to his notice should one of his deputies feel the strain. However, would it not be possible for him to venture into the classroom to see the trouble which his deputy is having to deal with?

I wonder what advice your correspondent would give to the head who falls out with staff with whom he has not the courage to face the staff. Since (October 20, 1976, the head of English in a school in the north, without consultation or reference from the head, has been forbidden to have direct access to the library, which was the previous five years was available for departmental typing and other duties.

Among other hiccups this has resulted in no English books being ordered by the head, who has refused to order the books which he previously always did, or the order. The head of English went to the deputy director of education on October 22,

1976, but the matter still remains unresolved, with the head presumably grating some inner warmth of witnessing a major department in inconvenience. This custodial issue constrains?

My revered guru, Ian Cooper, certainly recognizes the error not of the actual paperwork done by senior colleagues, with equal or better competence, which would be achieved by qualified neophytes. The Peter principle remains of great importance in schools and under pressure to teach inexperienced teachers while the experienced teachers enjoy administrative.

I recognize the absolute need for faultless administration of our schools but plead that our colleagues who occupy the corridors of power and who decide our fates, should use their powers to investigate thoroughly and disinterestedly what senior colleagues actually do with their hours outside the classroom and the use of their time in other directions. It is possible that better teaching and less intermediae relationships would occur both inside and outside the classroom.  
ERIC LINDSAY,  
Ex-president, Havering NAS/UWT.

### Life in the dead language yet

Sir,—An lots sub or ad-script to Elizabeth Henry's excellent letter, "Classics" (April 1), no need to be apologetic. The number of summer schools in Ancient Greek and Latin in the country, invariably advertised, especially of the City School Institute, surely one of the most exciting places in the country, and the response which we have had over the past two years to our appeals for sixth formers and universities to lost the trial classes of the Joint Association of the Ancient Languages is a clear indication of the money for the project in the first place, all suggest that

there is an increasing interest in and demand for Ancient Greek among mature students, and that teachers are determined to see that the demand is met.

We should not be complacent (and here follow a number of exhortations to roll up our noses, put our sleeves to the grindstone, and so on), but neighbouring the inspectorate is a bit like flogging a spruce. Let teachers join JACT or their local classical association (and school associations) or start their own. There are a lot of ideas about, dying to be put into practice.  
P. V. JONES,  
Director,  
Joint Association of  
Classical Teachers Greek Project.

### In triplicate

Sir,—While I have every sympathy for Mitanda Corcoran (April 1) who changed schools three times in three years and spent three years reading and re-reading Lord of the Flies, she may have some compassion for the writer who spent 12 years in this school but nevertheless "did"

the Acts of the Apostles three years in succession with three successive Scripture mistresses until finally released by the option of Scripture or Latin in the School Certificate.  
MARY OLLIS  
14 Highfield Road,  
Hereford.

### Sex change in the sixth?

Sir,—In her article, "Who is Liberated Now" (April 1), Muggio O'Connor rightly observes that the system now in place is not a fair one. It is a system which is being run by a few people who are not interested in the welfare of the pupils.

There are, of course, a number of possible interpretations of this data. Most of them, I recall, expressed the view that progressive teachers enabled pupils to substitute their sexuality (a more scientific concept than "sexism") and use the energy freed for work. On this view, one would look to further research to examine the hypothesis that women teachers promoted higher measurable achievement in sixth-form males than male teachers.

ANTHONY DRAZENDALE,  
Middletown, Lancs.

### Let's go down to the CEE again

Sir,—For too long, there was a gap in the sixth-form timetable. What could we offer to the increasing number of 16-plus students who wanted to stay on for an extra year, but could not respond to the narrow academic demands of the O level syllabus?

We struggled to plug the gaps, attempting to encourage them to improve CSE grades, or struggling to get them through the O level syllabus. Occasionally they would get the CSE Grade J they wanted, and, even more rarely, they could get an O level pass. For the rest, even more failure.

Then, three years ago, this unhappy situation changed, with the long awaited coming of the CEE. Here at last was the exam that both students and teachers wanted. It fulfilled all our needs and expectations. With CEE's final-based, but searching syllabus, our students had the opportunity to extend their knowledge in ways never offered before, and to achieve a good qualification.

To our dismay, just as the exam was on the verge of being officially recognized it seems that it may be snatched away from us. What is to replace it? Are we to return to the old days, with teachers struggling to fit their "round peg" syllabus into the "square hole" syllabus? What a deeply depressing thought!

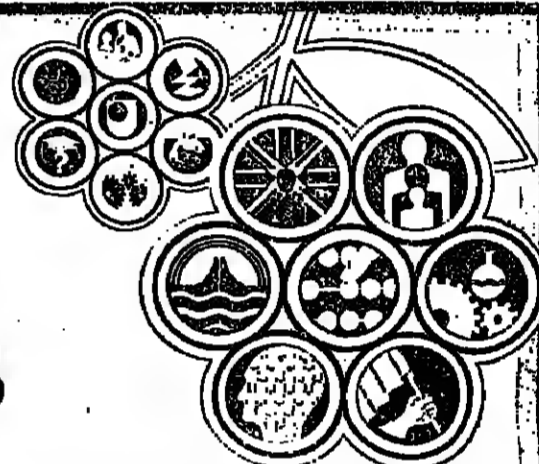
We, therefore, exhort all teachers who feel as we do to join us in writing to Shirley Williams, insisting that she "Recognize the CEE".  
C. H. HOWELL  
JENNIFER BELLAMY  
MIRELLA RUMA  
CELIA REDMAN  
Heads of department in an ILEA secondary school.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

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**TES SPECIAL INSETS 1977**

A complete list of the special insets planned for publication in the TES during 1977 is available from the Advertisement Manager, The Times Educational Supplement, PO Box 7, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

**THE TIMES Educational Supplement**

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**GEOGRAPHY INSET**

Macmillan Education wish to point out that due to an error, the textbook *Energy—Needs and Resources*, by Peter Odell, advertised in last week's Geography Inset, was wrongly coded.

The correct code should be 333 23112 0

## Sport

### Berks win all their games at festival

by Stanley Levenson

An educational experience rather than a sports jamboree—this was the aim and achievement of the festival of football organized by the English Schools' Football Association at the Derbyshire Miners' Holiday Camp, Skegness, last week.

The festival, which ended on Sunday, involved more than 1,100 older schoolboys and teachers—in county contingents—in a huge programme of football matches (more than 135), discussions and seminars.

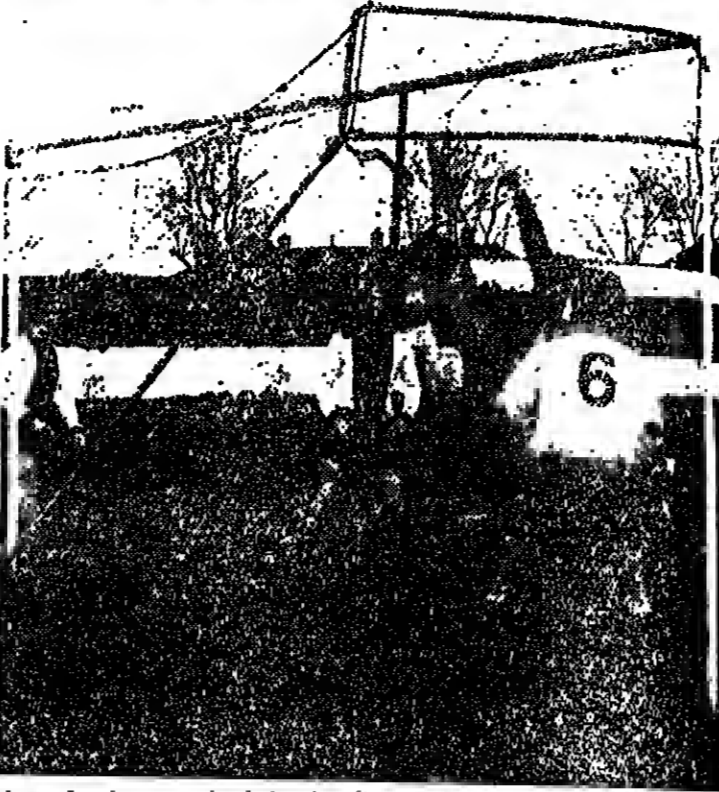
The principal theme was building up bonds of friendship in an educational atmosphere, says Mr D. C. Palmer, chairman of the organizing committee, and chairman-elect of the ESFA. Mr Palmer, who is head of St Clement Danes Grammar School, West London, says the festival helped to develop friendly teacher-pupil relationships.

Television and other media, which often portray a bad picture of schools and young people, should have gone to Skegness in see "how great these boys are, if we look after them."

Although there is a lot of football there are no champions. In the first, cup winners or losers—this would be the antithesis of the festival aim. For the football is treated seriously and standards are "leveling up", say officials.

It is an achievement, in these circumstances, for any county to go through the week undefeated, but five of the fifty did so—Berks, Derbyshire, Notts, Inner London and South Yorkshire. Berks were the only team to win all five.

One of the hazards of playing football along the east coast are the sudden strong winds. These may have had an unsettling effect on the team from the Rhineland, which had a hard time of it. They lost one match 11-0.



Inner London score in their 1-0 defeat of Yorkshire (light strip).

**Handicapped play five-a-side**

Girls, and the physically handicapped, will have a place in a new five-a-side football competition announced by the National Association of Youth Clubs with something more tangible than a blessing from St. Peter, the head of the game.

There will be four categories of competition—girls, junior boys, senior boys and the physically handicapped and able-bodied (PRABs) with regional finals in nine centres from the end of this month until mid-June. The finals will be at the Sobell Centre, London, on November 4.

Dr Dennis Pegram, the sports adviser to the NAYC, says the scheme is exciting and that the children are pushed in their wheelchair by able-bodied boys, and the enthusiasm and determination is so great that more than a few chairs "get mangled in the excitement".

The aim of all this, apart from competition and fun, is to raise money for the NAYC and particularly its Aron Tyrrell holiday and training centre near Bury, in the New Forest, Hampshire.

**Deaf boy rides to the top on his motor-cycle**  
by Asif Khan

Christopher Witts, a 13-year-old deaf and dumb schoolboy motor cyclist, gave a remarkable display of skill and determination when he won a major scrambling event during the Easter break.

Christopher, who attends Oak Lodge School, Hythe, Hampshire, held off a strong challenge from 38 other riders in the intermediate class to take the title at the Allied National Charity Scramble in aid of the Muscular Dystrophy Fund.

The event, which was organized by the Midland Schoolboy Scrambling Club, attracted more than 200 young motor cyclists in five classes. It was held in the grounds of Regley Hall, the seventeenth century Warwickshire mansion of the Marquess of Hertford.

The five classes were cadets, aged under eight, riding 50cc machines; juniors, seven to 11, 80cc machines; intermediates, 11 to 13, 100cc machines; seniors, 13

**New awards for young canoeists**

The British Schools Canoeing Association has launched a new awards scheme but this one, unlike the scheme they introduced three years ago, is based on the recreational use of kayaks and canoes.

Known as the Expedition awards, they are divided into three categories—the adventure award, which is the starter, the explorer and the voyageur. The aim is "to encourage young people in school and youth groups to undertake purposeful journeys by canoe after appropriate training has been given and full preparations made".

The BSCA says the adventure award does not make big demands and would be suitable for pupils on RSL activities. There are three requirements before an adven-

**England win**

England won the schools boys' international fencing crown in Edinburgh at the weekend on the combined results of the girls' and boys' under-18 and under-16 contests.

England and Scotland both beat Wales and Ireland and victory went to the English on total fights won over the Scots after they had drawn at two events each in both matches.

Results:—

England Under-18 beat Scotland 2-2 (33 to 30 fights), beat Wales 3-0, Under-16 beat Scotland 2-1 (40-23), beat Wales 2-0, beat Ireland 3-0. Total five international matches won and 12 events.

Scotland Under-18 beat Wales 3-0, Under-16 beat Wales 2-0, beat Ireland 3-0. Three matches won, 12 events. Ireland Under-18 beat Wales 2-0. One match victory over Wales. Wales 0.

## Best cricket all-rounder

Ian Payne, who captained Emanuel School last season, has been named by The Cricket Society as the best all-rounder in public schools. He is a versatile cricketer in 1976. He received the Wetherill Award from the society's president, Mr. E. W. Swanton, at the spring dinner in London last week.

The award was instituted in 1967 in memory of R. S. C. Wetherill, a member of the Repton XI of 1918. In his will he provided for annual awards to outstanding all-rounders in English first-class cricket, public schools representative cricket and Repton school.

Payne, who has been signed up by Surrey as a young professional at The Oval, topped both the batting and bowling averages in public school games with 1,144 runs in 24 innings and 79 wickets for an average of 8.68. His highest score of the season was 133.

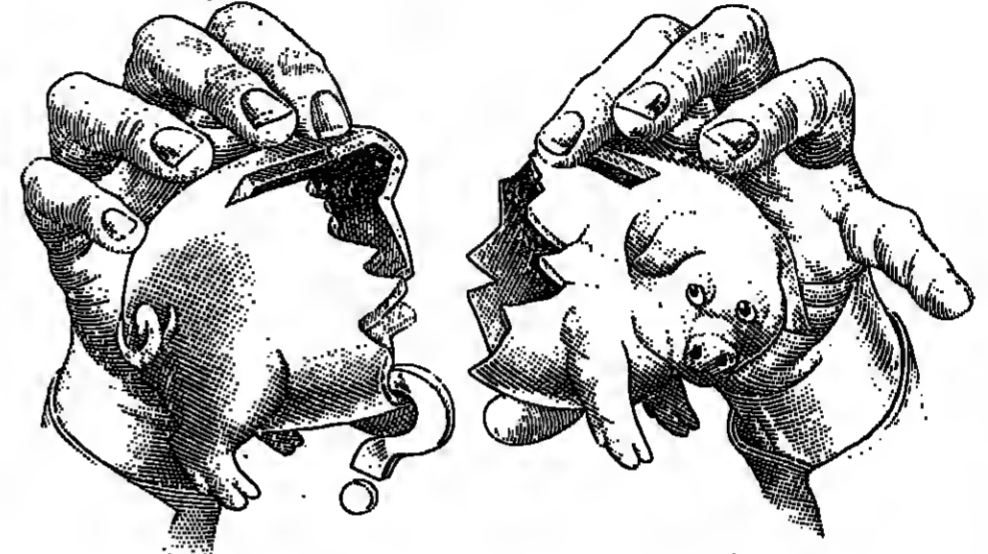
The Cricket Society, which was



formed in 1945, counts schoolboys and "top" members who are scattered throughout the world, is claimed to be the largest, most comprehensive and active organization of its kind.

# Towards a poor school

Colin Ward argues that in an age of frugality, schools might achieve more by settling for less



It is so ironic in telling teachers that the spending days are over. Many go through the boom years without knowing they were in them. They would say all year that they would make do end men as usual, and never put their hands on the money because it would be spent somewhere else.

They would say all year that they would do this or that set of books or piece of equipment and would be told there was no money. Three days before the end of the year, the head of department would say: "You've got £400 to spend by the end of the week. Let me know what you want to buy before the end of the afternoon, or else otherwise we'll lose the money."

I was in a school the other day, in an old design department, where thousands of pounds were available to spend on machinery, but the art teacher had only £38 to lay out on paper, paint and other expendables. He could have kilns, but no clay.

As an advocate of the use of the local environment in education, I have often come across the teachers who can easily be called the "unlabeled terrestrial globe" of the ceiling, but find it one of the ways in which hierarchical systems work is by withholding information on the budget. We see this at a school level, where the Chancellor has to tell his box to reveal to a waiting nation the budget day. There is a fetish of secrecy. But why should not the nation's budget be the subject of earnest discussion throughout the country for months?

It is the same with the education budget and the budget of the school itself. I am willing to join in the scramble for slices of the diminishing cake, but which group of applicants, all shouting "Me too", do you think?

I would rather join a different group. The graffiti on my wall would say "Open the Books". Just what is the school's budget, and how is it to be allocated? What subject interest is stored just because it does not use a lot of prestige equipment? Just what is the authority's education budget, and how much of that is in administration? Just how much of the school's education budget is spent by the DES?

It is hilarious to read in the press, the week before the Prime Minister announced his great debate, that "a multi-million pound emergency programme in education standards has been started by the DES" just when the schools themselves were being obliged to make multi-million pound cuts in their spending?

A year ago, John Vaxey asked: "Do we really need the DES?" What function has it, he asked, when the education authorities themselves have inspectors and advisers, and when we have a decentralized system without central control of the curriculum? If you took a conspiracy view of politics you would think that the "Yellow Paper" was the department's attempt to assert in the face of a determined DES that it has a function, or was determined to make one for itself.

One thing that we know from the boom years—the calculation was made for the United States by Everett Reimer, for this country by the Fabian paper Labour and

inequality, and for most countries in the world by Michael Huberman in his suppressed UNESCO report of 1970—is that the greater the sums of money that are poured into the education industries of the world, the smaller the proportion which benefits the people at the bottom of the educational, occupational and social hierarchy. The universal education system turns out to be yet another way in which the poor are obliged to subsidize the rich.

Today, in the scramble for dwindling public expenditure on education, you may be sure the universities are going to be almost obscenely successful by comparison with the pre-school education lobby, one of the areas most at risk when education authorities trim their budgets.

In the boom years, both here and in the United States, education was oversold. Every additional bit of expenditure, every increase in student numbers at the upper and more expensive end of the system, every new development in educational technology, was a step towards some great social goal. But it has not delivered the goods.

The pathos of the battle for equality in education is that it revolved around the principle of equality of opportunity in unequal. The last word on this subject was said, way back in the 1950s, in a modest little book disguised as a satire, Michael Young's *The Rise of the Meritocracy*.

Early this year, 20 years after that book was written, Michael Young said in an interview in the *Sunday Times*, "I think secondary schools in their present form are doomed. They haven't yet managed to reflect the new kind of family. The father used to be the fount of authority. Today that authority is greatly diminished, partly because it is shared. Schools and universities borrowed authority from the authoritarian father and now that it is no longer there to be borrowed, children in secondary schools are not going to accept it."



Describing efforts made to provide cash-earning experiences for the most unlikely lads at his school, and the effect it has had on their attitudes to running their own lives, taking decisions, budgeting, fulfilling obligations, dealing with strangers, as well as such mundane things, taken for granted by the middle-class child, as using the telephone, he remarks: "We have to overcome the ridiculous idea that giving children the chance to earn money in school is somehow immoral. . . . In the changing situation in education, pupil-teacher relationships and roles are the essence of much heart-searching and debate. We might do well to compare the differences in an earning-learning situation between master and apprentice and in the traditional school situation, captive scholars facing chalk and talk across the barrier of the teacher's desk. The comparison of relationships between newsagent and paperboy and between paperboy and schoolmaster might also be revealing."

The carelessly rich school, greedy for resources, has no need to be a productive institution. The poor school could not afford not to be a productive workshop, and belongs with the idea of a society in which every workshop is an effective school.

Don't think I am denigrating or downgrading the teacher. Far from it. A poor school could not afford to have its spending kept out of the individual teacher's hands. A poor school needs to know what it is paying for. In the 1960s educational spenders were swept along on a tide of commercially inspired expensive options like programmed learning and teaching machines which are greeted with a cynical laugh in the 1970s. The expensive hardware has become an irrelevancy and an embarrassment in this decade.

If the teacher is really a professional, the school should have a clearly stated published budget with a personal allocation to each member of staff to spend as he or she sees fit. Teachers should be responsible for their own spending, and should be able to do it wisely or foolishly, putting their allocation if they want to, or carrying it over to next year.

The poor school would be self-entertaining. Why shouldn't responsibility for meals be in the hands of the pupils? Why shouldn't every secondary school include a day nursery run by the pupils? The poor school would be too valuable a community asset to be open for a small part of the day and for a restricted age band.

Already we are groping towards such an institution through the efforts to evolve community schools and community colleges. When we consider how little the huge educational spending of the last decade did to enhance the lives or life-chances of the children in what is known as the "lower quartile of the ability range" in secondary education, we may hope that the new age of frugality will lead us to devise appropriate educational experiences in a climate where we make fewer grandiose claims for what the school can do. By settling for less, we might even achieve more.

Colin Ward edits the *Bulletin of Environmental Education*. This article is based on an address being given today at the Dartington Society conference on *New Themes for Education*.

There has to be a reduction in the school-leaving age and a move over to half-time education. People will be learning at home, at the workplace, and not forced into institutions which use a bogus authority.

Michael Young has the honours and poor taste to bring up the subject of the crisis of authority in the secondary school: a crisis that ensures that much of our expenditure on teachers and plant is wasted by attempting to teach people what they do not want to learn in a situation that they would rather not be in. A poor school could not afford such waste and frustration of both teachers and taught.

The school has become one of the instruments by which we exclude adolescents from real responsibility and real functions in the life of our society. We have in the last years of secondary schooling pathetic attempts to give "relevance" by providing work experience courses, aimed at acclimatizing the young to the shock of going to work, or by running courses in colleges of further education with such titles as adjustment to work, for the benefit of those unable or unwilling to hold down a job.

Arthur Young, the head of Northcliffe High School in Yorkshire, has for years been trying to find the right equation between earning and learning. He values the efforts of his pupils to earn money for themselves and has sought, within the narrowly prescribed limits of the law, to provide opportunities in and out of school for them to do so.

He remarks of work experience projects that they "have never really got off the ground because of the legal, insurance and trade union problems that hedge them round. I have always thought that the schemes proposed were phoney—the most important aspect of work experience being neglected completely—the wage at the end of the week."



# What we might become

Geoffrey Summerfield reviews a 'passionately intelligent manifesto' which puts forward proposals for a new kind of college

Peter Abbs and Graham Carey have come up with a modest proposal for a "new" form of tertiary education. Many aspects of it are radical in the sense of being rooted in the past, but they are also mediated in such a way that they are "made new".

In the past I have had severe reservations about Peter Abbs's educational beliefs: after reading *Proposals*, I will want to dissent, but my disagreements are more a matter of emphasis, tone, and detail: in general, I think he and Graham Carey have produced a passionately intelligent manifesto. I applaud it, and hope that, sooner rather than later, some education authority will provide them with the opportunity to put their ideas into practice.

Their book is usefully brief, and does not waste words. They begin by examining the symptoms of folly and of vulgarity that characterized educational decision making in the 1960s—the craving for size, the megalomaniacal campus, the cult of tertiary education as trendy, fun, accessible and easily accessible. But their main concern is with the colleges of education, and these they find, in general, lamentable.

They cite an early essay by L. C.

Knights (*Scrutiny* 1932) on the passive conformity and docility, the uncritical stance, of college students, and suggest that the same criticism can be levelled against most such students today—"the vast majority of students do not become passionately identified with or absorbed by their studies". Abbs and Carey do not see the new Diploma in Higher Education as a convincing step in the right direction. Passionate identification, passionate absorption—they often return to this central question.

They insist that the crucial questions in any of our lives "cannot begin to be answered or even (at the moment) adequately comprehended by the scientific disciplines. They can only be elaborated, celebrated, explored and interpreted through the symbolic and communal discourse of art and through a continuous study of the humanities, humanely conceived".

Their account of the bankruptcy of prevailing notions of knowledge takes in the darker effects of the scientific revolution and of Western technology, and of the convenient adjuncts, mechanistic and functional notion of human beings: here they refer us to those poignant lines of Darwin's *Autobiography*, where he speaks of his mind as having become "a kind of machine for grinding general laws out of large collections of facts".

Such desiccation is not peculiar to the scientific areas of the academic enterprise; they could just as usefully have cited the equally devastating account of the dreariness of the PhD arts conventions offered by Geoffrey Durrant's essay, "The New Barbarians".

The deadening hand of our dances and pedants is not to be found only in the "hard" sciences: English in schools, for example, seems to be about to enter another Dark Age in the name of a fetishistic and hollow totem called "academic rigour". If the forms of knowledge that have dominated education for the past century are inadequate or perverting, where then are we to look for convincing and sufficient alternatives?

The authors look to some specific antecedents, some relatively remote, others more recent: Fountains Abbey and Airedale's Rievaulx; Ruskin College; Gropius's Bauhaus; and Rice's Black Mountain College—all, in their various ways, have experiments in the establishing of a creative community, a "good place".

Each of these institutions had its peculiar

strengths, and some had glaring weaknesses, either circumstantial (it was a pity that Olson had in his control of Black Mountain—running anything other than an enjambed was not his strength) or inherent in some initial flaw or oversight or bias. Each flourished, and each in some degree can be said to have died.

Abbs and Carey clearly warm to Airedale of Rievaulx and they also draw heavily on the writings of Lewis Mumford. It is all the more surprising, therefore, that they do not at least touch on Mumford's diagnosis of the "failure" of the monastic tradition—that it was better at withdrawing from the world, in search of spiritual, intellectual, and communal blessings, than it was at re-entering the world to offer the fruits of such blessings.

One of my reservations about the emphasis in *Proposals* is precisely to do with its emphasis on lacunacy and continuity: "The best education is secured where demanding studies are grounded in a student-tutor relationship sustained over a number of years."

Well... yes, and then again, no! I think of tutors—and perhaps they also can think of cases—with whom one tutor or one seminar is really more than enough. But then, the authors argue, their college will recruit really distinguished teachers—people for whom teaching is a secondary activity—painters who also teach proto-painters.

Well... yes, of course. If one is establishing a small utopian community of severely restricted numbers, one can perhaps recruit such distinguished teachers.

The main reservation I have about this part of the book has to do with the degree to which the monastic ideal, with its totally cohering ideology, cosmology, theology, not to mention its theocracy, is transferable in any useful sense; and the degree to which the authors almost (but not quite) blur and soften the sharp edges of some of the interlocking controversies that marred the work of both the Bauhaus and Black Mountain: the problem, to put it crudely, of reconciling the creative individual and the needs or claims of community.

Abbs and Carey set up a contrast between civilization and community. Civilization—techno-Benjaminic-industrial-bureaucratic-civilization—is hounded: our present hope of regenera-

tion lies in community, in "the cultural community". To establish what they mean by "the cultural community" they invoke anthropological and cultural critique notions of the "primitive" society with its organic and sustaining nexus of religio-social-spiritual-rituals and pieties, iconographies and symbolisms.

In a rather heavy-handed footnote to cleanse the term "primitive" of pejorative suggestions by invoking the existence, in art, of extreme technical fineness and "primitive energies". The distinction they draw between the work of Henry Moore and the Mexican icon, Mool, strikes me as unconvincing; Moore could have served their purpose well if they had thought to quote his words, on the subject of his telluric, to say ethnic, etchings of Stonehenge. "Mystery plays a large and enlightening part in our lives: not knowing but wanting to know, wondering and guessing, questioning and exploring."

The section on community deserves psychologically speaking, seem to be pretty close to sanity and wholesomeness: find room both for "wise passivity" and for energetic action, for tranquillity and for passion.

Psychic health is close to the centre of their concern, and anything that might provide positive alternatives in this matter is worth having: a way forward between the Scylla of privatised saltpetre socialism, and the Charybdis of depersonalized, institutionalized "functioning". I am grateful for their quotations from Kathleen Raine's *The Maid Unknown*, especially when she speaks of "the athletes of the spirit" who attempt "to advance our humanity somewhat in the direction of what we might become."

Similarly, I warn to their own brand of modernism as practised by such a master as Henry Cunningham and his company—"performing marvellously at the boundary of human possibility and control, placing themselves at high aesthetic risk, at a critical level of personal honesty". They convey something of the exhilaration of watching the great excremental cry, in whatever art; and also imply that cry of the heart/mind: if only one's own work were always characterized by such coherence, intensity, and passion.

Perhaps the central value at the author's case here is that they find a place for a larger and more complex "life" than can be contained under the exclu-

sive heading of "intellect". The "passionate identification" and "absorption" are to be achieved, felt, as "transcendence" through processes of making. This is a peculiarly important: a severely critical discipline will no longer serve our needs, if indeed it ever did.

The book concludes with the question of the day-to-day survival of their college, the self-managing community: it is economically and ecologically sensitive and sensible, and demonstrates Ruskin's point that economics is far too sensitive and humanly significant a subject to be left to the economists—most of them, those walking pocket-calculators, "clever" fools.

Abbs and Carey have some justly hard words to offer our current extravaganzas in our tertiary institutions: 141 administrative and domestic staff in a college of 800 students; and the Oxbridge tradition of pampered negligence. Their college "will employ no middle-class servants to wait on the young and no servants to clean boots, make beds, dust rooms, no old women will be on the stairs and corridors as students pass by holding their books, discussing Marxism". This needs to be said, again and again.

Abbs and Carey's students will "do for themselves": echoes of the great building and students left their classrooms every afternoon and built their new extensions with their own bare hands; echoes of the visions of Ruskin's *For Christendom*, and of Makuronko's *Rom to Life*. They serve to remind us that radically creative, radically communal experiments in education—especially tertiary education—can be numbered on the fingers of one hand.

So, who makes the next move? Abbs and Carey have flung this vivid and lively gauntlet down at the door of the DES. It is too late to carp and to shrug shoulders and to mutter, "Utopian nonsense!" The ball is now in the court of the mainliners. God forbid that they should be so ideologically committed to the mythologizing and masquerading of the Great Debate as to pass this little bombshell of a book straight from their tray in their own eyes, without at least pretending in

Geoffrey Summerfield teaches English at the University of York.

*Proposals for a New College*, by Peter Abbs and Graham Carey, is published on Monday by Heinemann Educational (12.50).

# Too young to govern?

Tony Travers believes the DES may be wrong in arguing that pupil governors under 18 are illegal

Pupils who are under eighteen should not have a part in running their schools. So, according to one newspaper report, the Department of Education and Science has advised the Taylor Committee, which is now reaching its final conclusions.

This seems an odd recommendation to a committee which may make suggestions about altering the law as it affects school government. It is even more odd when 16-year-olds are allowed to leave school—and therefore judged sufficiently mature to accept the responsibilities of working life—and are held fully responsible for a crime, to marry, to consent to sexual intercourse and to prevent their own name from being changed. Pupils have been governors in many authorities (for example Haringey, Humberston and Wolverhampton) for years without causing civil strife or the collapse of the education system.

Still, the DES holds to its view about the illegality of under-18-year-old governors, basing its case upon two extracts of law and one from Halsbury's laws of England. The first of these is the Law of Property Act, 1925, which states: "The appointment of an infant to be a trustee in relation to any settlement or trust shall be void, but without prejudice to the power to appoint a new trustee to fill the vacancy."

This fails to affect pupils' rights to be governors as there is no need for the governors of a school to be trustees of anything. Even in voluntary schools, the trustees are often not governors, and governors need not be trustees.

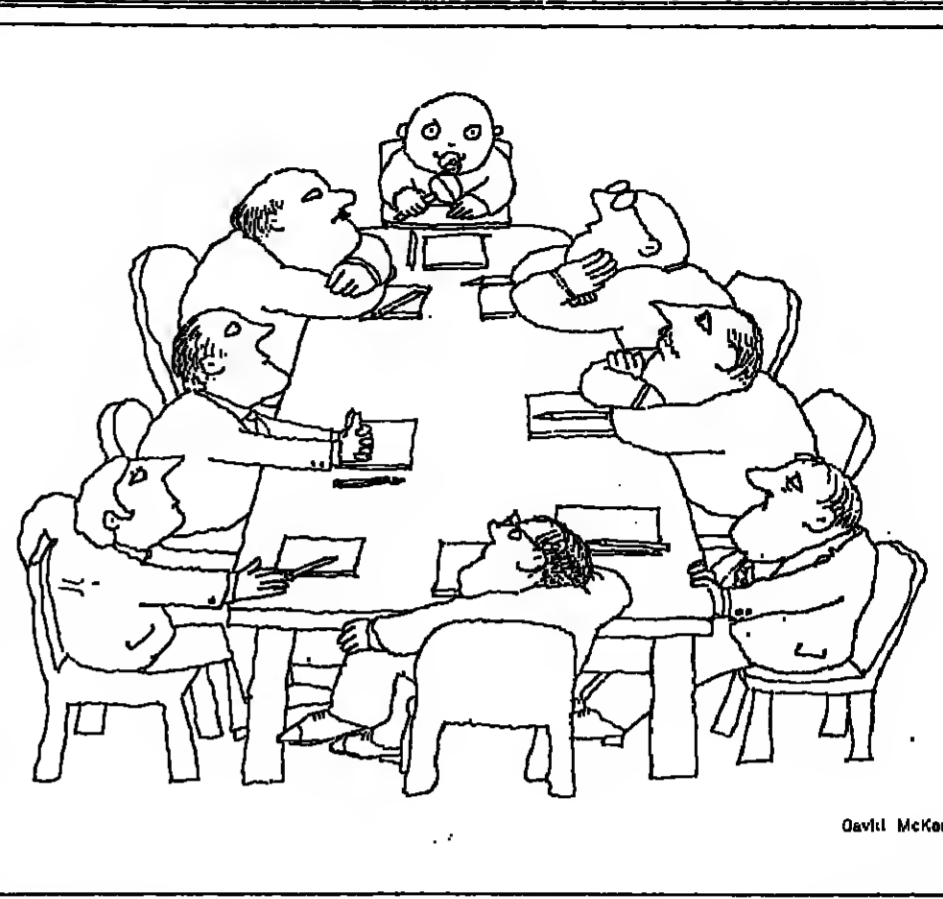
The second law quoted by the Department is the Family Law Reform Act, 1969. This merely reduces the general age of majority from 21 to 18, but it does not lay down any rule about what minors or infants can or cannot do. Therefore, unless they are prevented from being governors by some other law, this Act cannot stop anyone from acting as a school governor.

The DES's third piece of evidence against "infant" pupil governors is taken from paragraph 408 of Halsbury's laws

in school. Karl would often report good news and they would say he was a good boy and at coffee time when his mother's friends were there to eat cream cakes and biscuits little salads Karl would be presented before them and they would say, "What will you do when you grow up, be a banker like your daddy?" Or they would admonish him to work hard because there was so much anti-Semitism in the schools and he must prove how good he was. When they asked if there was any trouble at his school he would say "No" and they would say, "We hear the Karpf boy has a bad time." Karl would answer that he was a special case as well, but the situation had made Karl's life, his fellow sufferers, and the worst thing he had to do was to get up with Karl's birthday and he felt very nervous. He feared there would be no presents if the report was not a good one, and he knew it would not be. The reports were handed out in envelopes and Karl's single mark was "satisfactory" except physically education where, not unreasonably, there was an "unsatisfactory". At the bottom was one single remark, "Precocious." Karl did not quite know what his form master meant by that but he took the report home and if there was disappointment to the family it was not shown.

The last report of the year coincided with Karl's birthday and he felt very nervous. He feared there would be no presents if the report was not a good one, and he knew it would not be. The reports were handed out in envelopes and Karl's single mark was "satisfactory" except physically education where, not unreasonably, there was an "unsatisfactory". At the bottom was one single remark, "Precocious." Karl did not quite know what his form master meant by that but he took the report home and if there was disappointment to the family it was not shown.

This is an extract from *A Boy in Your Situation: An Autobiography*, by Charles Hannam, published yesterday by André Deutsch (£3.25). Charles Hannam is a senior lecturer at the School of Education, University of Bristol.



David McKee

of England (a summary of existing English law and case law as it affects different categories of activity). This says: "An infant is under a general incapacity to exercise the rights of citizenship or perform civil duties; or to hold public or private offices or perform the duties incidental to them."

There are several weaknesses here. Is school governorship part of the exercise of the "rights of citizenship"? The phrase civil duties is a very vague one, and the chance that anyone would actually be prevented by a court from acting as a governor on the basis of a vague statement is pretty remote.

The first part of the paragraph is based upon a court case of 1665, while the second is not supported by any legal authority at all. The part of the Department's case which might have affected the rights of some pupils to be governors appears, then, to rest on the seventeenth-century judgment of Chief Justice of the Common Pleas Orlando Bridgman.

The case decided whether the "Infancy of Mary, who is heir of the body of Bryan Stapleton, do hinder her from executing the power of revocation, reserved upon the deed of the heirs of his body, by writing under his or their hands and seals". That is, could the child make a contract or deed in her dead father's name?

The answer was that she could not: "coverture or infancy debar the party, which is under the disability, from making any deed or writing, to dispose of any estate or interest. Littleton, act. 259, aith.—Before the age of 21 years, if an infant make any grant, obligation, deed, or other writing, all serves for nothing, and may be avoided". The DES might derive meaning from this judgment: it suggests that minors ought not to sign contracts.

A few years earlier, there was a case which has much more bearing on the appointment of minors to a public office. The case was much closer to the present pupil governors dispute. In 1590, the Bishop of Rochester appointed a fresh faced 11-year-old to be register of his diocese on the future death of the incumbent. The appointment was approved by the dean and chapter in June, 1590.

Eventually the incumbent register died, and the (by then) new Bishop of Rochester was left with a register he did not want. Two attempts were made to remove the register (who was now in his 20s) by claiming in court that giving office to an infant was illegal. The judgment given in the English Law Reports, Volume 79, is clear (in the 1640 case) that "this grant of the office in reversion, after the death of tenant for life, to an infant of the age of 11 years exercendum per se vel deputatum sufficientem (as the usual grants are) is good, notwithstanding the infancy".

Tony Travers is a member of the Centre for Institutional Studies at North East London Polytechnic.

The justices would have taken this view even if the 11-year-old had taken office immediately, because "he was then of such age as by intentment he might have written the acts and orders, etc, or made election of a sufficient deputy". So even if the "infant" register had not been able to carry out his duties, he could have appointed a deputy to do them for him. What mattered was whether the job was done.

The justices in 1640 backed up their judgment with logical reasoning that: "as an infant may have an office by descent, as to be sheriff, or warden of the Fleet, and the like, which are offices of charge and of trust, so he may have an office by grant. . . . An infant may be a mayor; and the acts by the mayor and commonality shall not be avoided by the nonage of the mayor."

They did feel that there should be some limit of the power of minors: "Where he is of such a tender age that he cannot by intentment execute it by himself, as being an infant of three or four years of age, who hath not the discretion to execute it."

The 1640 case was a repeat of a previous attempt, in 1632, to remove the register. At only one point was the 1632 judgment more precise. This says that the grant of a public office "is not void because at that time he was an infant, or because an infant cannot make a deputy: for an infant who can write and understand the Latin tongue may be a register, and may have sufficient knowledge to write and register acts, which is sufficient for his place, at leastwise he may have sufficient knowledge to make an able deputy; and if he put in one who is inefficient, it is cause of the forfeiture of the office."

School governors and managers in 1977 are not engaged in legal acts. They do not make contracts. Even if they did, the problems of governors and managers under 18 would not be insuperable. They are capable of doing the job. There are, as we have seen, no legal obstacles to pupil governors of any age. Educational bodies have no need to fear another Tameside-type court case about "infant" governors, because they would win.

If there are other reasons for disallowing pupil governors under 18 years old, then the Department should tell the Taylor Committee and the public what they are. Otherwise they should stop trying to dissuade Taylor, local authorities and ministers from extending the numbers of pupil governors. There is no reason why any child in a secondary school should be disallowed from participating in the government of his or her school.

Tony Travers is a member of the Centre for Institutional Studies at North East London Polytechnic.

# Just one of the quota

Charles Hannam recalls some moments in his childhood when, as Karl Hartland, the son of a wealthy Jewish banker, he attended school in Nazi Germany

There was a problem about the gymnasium for Karl; a Jewish quota had been introduced, only 10 per cent of the children in the school were allowed to be Jewish.

The Jewish quota was not the only thing that made Karl realize life was changing. Jewish shops had their windows smashed in; he saw them in the town centre. They had broken glass and stars of David painted with whitewash on the

remains of the window. And even where the windows had not been smashed, printed posters had been stuck on saying "Germans defend yourselves, don't buy from Jews". Usually this happened where the name of the shopkeeper was obviously Jewish. Karl was learning what were Jewish names and what were not. They were sometimes odd names like Rosenzweig or Hersberg, but most often common ones like Cohen.

In the classroom the new form-teacher introduced himself. "If you want to know anything or are in any sort of trouble come to me", he said. He had hair cut very short and a little bit stood up like a brush, or perhaps like a handgrip to pull him out of the water if he was drowning. He wore a button with a swastika on it in his lapel buttonhole.

"I must now make up the register and get to know you all." Hartland, he said when he came to Karl. "The banker? Are you Jewish?"

"Yes."

"What a pity. I had hoped for a completely Aryan class. Oh well."

The same conversation took place when another pupil, Ernst Karpf, gave his name. Karl hated him, his big nose, his unheroic manner and the fact that his father worked in a bank as well, the bank that belonged to the other Hartlands. He felt sure that without this companion all would have been well and the Jewish quota cut to more manageable proportions.

The school was disturbing in a number of ways. The teachers came and went when a period ended; there were enormous staircases; and the hall, true to the tradition of Latin culture the school fos-

tered, was called the aula. Then there was homework, and on top of everything else Karl already realized that he was an outsider. "You a Jew then?" one of the boys said during the break.

The gym lessons at school were grim because Karl could not do the things he was supposed to do. The worst were the wooden bars which went to a giddy height, right up to the ceiling. There were thick ropes as well. "Get up the ropes, you fat pig", said the gym master. "Get up or I will beat you till you do." He supported the threat with a smart cut with a skipping rope on Karl's bottom. "Get up, you fat pig", chorused Karl's classmates, only too pleased to find someone who was useless.

Karl strained at the slippery wooden bar but his hands would not pull him up and his legs were left dangling. Occasionally his feet would hit the bar where his laces went over his instrap, which hurt a lot. There was one boy lad, tall, hair cut like the form-master with a little tuft in front, his brown eyes glittering and alert. He was "the bast" in the class; answered questions first and somehow his answers were also ones that pleased the teachers. "Jewish pig, you can't do anything, you are useless!" There was much laughter and the only way out Karl could think of was to pretend that it was all a great act, a joke, done on purpose to make everyone laugh. It did not work and he felt alone and miserable.

National economy and self-sufficiency were the big things at that time. We did not buy "foreign" goods, they said in school. We must raise our own pigs. To that end a big wooden bin was set up in the playground and each boy dutifully

brought potato peelings, cabbage stalks and stale bread for the bin. Once or twice a week Karl would bring his load to school. In a cluster, they were sticking Karl into the bin and when his head bobbed up they pushed him down again. Karl disappeared and locked himself in the lavatory until the end of the break, leaving his bag behind. In the classroom the boys were happy and excited. "We tipped your mate into the pig bin", they said and Karl wanted to say that Karpf was not his mate and that he would have liked to have tipped him into the bin as well, but the situation had made Karl's life, his fellow sufferers, and the worst thing he had to do was to get up with Karl's birthday and he felt very nervous. He feared there would be no presents if the report was not a good one, and he knew it would not be. The reports were handed out in envelopes and Karl's single mark was "satisfactory" except physically education where, not unreasonably, there was an "unsatisfactory". At the bottom was one single remark, "Precocious." Karl did not quite know what his form master meant by that but he took the report home and if there was disappointment to the family it was not shown.

"That was wrong. Hartland and Karpf leave the room." The two crept out and waited in the corridor; not saying a thing to each other. "He told us to be decent to you although you are Jewish", they said afterwards.

The school seemed an extraordinary place to Karl. Everything depended on quick, precise and smart answers. "The capital of Greece?" "Athens." "Right." And the teacher would bring a thick notebook out of his pocket and enter a mark. There were two sets of marks, one for oral work and the other for written work and at the end of the term the marks were reported.

Karl's parents waited anxiously for the report and indeed for any sign of success





# Putting on the styles

Peter Fanning at the twenty-second National Student Drama Festival held at St Andrews

If there was one dominant theme to emerge from the barrage of conflicting styles in this year's National Student Drama Festival it was a general yearning for self-destruction—either as an expression of theatrical despair or by an act of hara-kiri on the altar of New Plays. A diet of four Samuel Beckett programmes (not to mention two mutilated King Lear) should have been enough to send any self-respecting student plunging off the cliffs into the grey North Sea and at least one eminent critic was spotted wandering through the woods, clutching what looked suspiciously like a nose.

Textual murder was fashionable, with Krapp's Last Tape a prime victim for the chop. No-one could have objected to Cambridge ADC transforming this character into a moribund if they had not also chosen to transform the text into solid blocks of concrete. (Dehumanising the script was a popular pastime—hom-fisted monotony passing for rhetoric.) Only occasionally did a sense of Krapp's loss come through.

Newcastle University's presentation of Endgame was set in a semi-demolished house; and the set was the best port about it. Despite all the care lavished on this production (maybe because of it), we soon settled down into two hours of monumental tedium (no interval), as the apocalyptic bell tolled like a sledgehammer. Ken Price and Graham Blockey (Ham and Clov) showed signs of understanding what the play was about, before suffocating in the general plot. Only the last few minutes meant anything.

But as if to remind us that even Beckett need not be so crushing dull, Hendon College's (Middlesex Polytechnic) Hoppy Days was a breath of fresh air. Jude Hest played Winnie, middle aged, middle class, lanked in a heap of earth on the seaboard, papering over the void with a series of busy nothings. It was a performance of compassion and despair; and although it never plumbed the very depths, her maturity and control showed that the sight of a single actor doing his thing need not be the numbing experience it frequently proved to be. Mike Patterson was also entertaining in a one-man Beckett show, presenting a gongling Shvinn tramp with an Irish accent that wandered freely throughout the Northern Midlands.

As for the Laars, both drew inspiration from Oriental theatre. The Cambridge Independent Theatre wore black judo suits; their performance was stylized with patterning and minimal gesture. This method, which had the virtue of making one listen to the words, was presaged with strikingly original tableaux—some of which illustrated the text (Lear, stunk on a scaffolding heath like a storm-racked

Captain Ahab). But a perverse tendency to work against the script and against all audience involvement put the play into a straitjacket from which it never escaped.

Conviction and control saved this metallic production from the sandbanks of disaster. The dead Lear lay like a sawdust Petruska, while Albany's epilogue "We that are young . . ." seemed to speak of a pageant in an age long past; and having enacted that pageant the troupe would move on. But the play offered nothing but an empty shell. Presenting Lear as a silly old man avoids certain problems of acting the part, but like everything else it merely substitutes a series of negative responses. It is easy enough to assault the senses and signify absolutely nothing: the sight of a man smashing up a piano has a certain elan. This sterile approach was typical of several productions. No-theatre is all the rage. And this Lear was a strong one; notably Paul Hudson's spiky Fool and Gordon Hammersley's Edmund.

The purpose of Leeds's "Kabuki" Lear was to get the audience rolling in the aisles and then kick them in the teeth in the final scene. Kabuki, my foot. It was Victorian burlesque, with two ugly slaters camping it up and a black cowed ghoul who had lost his way en route for the Coarse Acting studios. All that was missing were the custard pies and the whole of the Gloucester sub-plot. And it says a good deal for Shakespeare and for Mike Patterson's craggy Lear that the final act redeemed a sense of tragedy



A scene from the Kabuki "King Lear" from Leeds University.

from a welter of banalities and conflicting styles.

Nothing is quite so suicidal as a play about not writing a play. Trent Park College's *Interruption Act* by the Polish playwright Rzewnicki was certainly one of the best designed productions. But the nihilist centre—the writer's own failure—presented continuously diminishing returns. The light comedy style became a shower of confetti and if this was the intention then the play succeeded in much the same way as all the other non-stuff. It isn't exactly live theatre, but it's much more consistent than the self-indulgent rubbish of Durham University's entry, *Pushed* into it. Actors on acting make pretty dull watching. And this was no exception.

It was left in Tom Stoppard to show what was possible in writing good plays about plays. Warwick University's *Rozencrantz and Guildenstern* was always entertaining, if not always entirely stylish. Alex Jennings and Paul Chandler were the two attendant lords, caught up in a maze of metaphysical abstractions and as incapable of taking action as Godot's two tramps.

But the old showbiz theme about the tut behind the glamour came in for more treatment in Stephen Jeffreys's play *Like Dills or Angels*, staged by Carlisle College. Just to up the stakes a bit, this one is about a stunt man on the verge of success, while his girlfriend risks breaking her back or collapsing under the strain of it all. Tom Potter's Hannigan blended off-beat camp with a grovelling obsession with the Big Time and, though overlong, this play pokes a punch. It is one of the very few new plays shown that one could ever imagine being professionally staged.

Meanwhile, it was showbiz nostalgia time with Richard Maher's *Rox*, a one-man pastiche of the sixties. Jon James gave a brava performance, distributing liberal doses of acid on everything from Woodstock to bananas (has there ever been a festival with so many bananas?). Structurally non-existent, *Rox* soon gets clogged with too many ideas, but apart from one disastrous attempt to alienate the audience it is a good revue vehicle and gave a lot of pleasure.

Among other new plays *The Occultist* by Nottingham University started like a third-rate Hammer film. It actually managed to get worse. The nearest thing I have seen to a play about absolutely nothing, it raises embarrassing questions about the criteria for selection. Iain Renwick's *Spilt Level* (Cambridge University Mummies) holds the attention at least. A motherless boy acts mother to the cripple who begat him. He is obsessed with the role of women and what he believes to be his father's guilt and the final coup echoes Ibsen's *Ghosts*. But the play creeps like a first-year sociology thesis. Too many shots are fired at random, as if the author were set on dis-

missing The Main Problems of the World Today in half an hour flat.

Bingley College staged *The Voided Room and Wild about Harry*, both by David Simpson. Both slight fragments about suburban despair and both one long (a general complaint), they were excellent performances from Maggie Stuck and Martin Millgate as two boys snails in the desert of middle age. As much the most searing social comment coming not from the kitchen sink, but from down among the lice in the garbage can, was Bretton Hall College's *Sunday*. This picture of a young, degenerate couple in a world of violence and squabbling produced moving performances from Chris Kavanagh and Richard Lewis. The pathetic aspirations of two human beings crushed by ignorance and deprivation was politically and socially no less withering than Bath College's honest attempt to unravel the problems of Northern Ireland.

Treading a narrow tightrope between illustrated lecture and theatre, *The Orange, the Green and the Red, White and Blue* staged Parliamentary debates within the audience and struggled with impossible conditions and cold documentary techniques. But despite some powerful imagery, it left the audience with no very much clearer view of the Irish vortex.

Among other revivals, Cambridge ADC gave a careful rendering of *Bingo*, but Edward Bond's stinky, wintry play finally seized up completely under the strain of one-paced rhetoric. And asking an actor to play Ben Jonson in total darkness, while all the light is focused on a broad brick stove is a bit unfair. Glasgow University went a long way towards proving that *Murder in the Cathedral* was actable. There were some fine moments, particularly the appearance of four knights straining like mastiffs on enormous leashes. But for a play that depends so much upon the words, this production was extraordinarily difficult to hear. Cardiff University had even more intractable material in Louis MacNeice's *The Dark Tower*. But this dated Quest upon a Sea of Doubt had a haunting conviction and moments of enchantment. Hessian figures merged like rocks in and out of an Arabian landscape; and though styles of movement were inconsistent, one sensed an involvement which many others lacked.

To end on a totally non-suicidal note, *Hold Your Horses Mussolini* from the Welsh College of Drama was an innocent piece of trivia about King Zog of Albania. It needed much slicker staging but nevertheless had all the charm of a Ruritanian *Thé Danstent*. *The Private Life of Superman* was Bradford University's fine piece of comic-strip cliché. With all the commercial trappings of a generation of gun-chewers, it was a perfect antidote for the despondent.



Bradford University drama department's "The Private Life of Superman."

# But they do measure something

Nicholas Mackintosh looks at the assumptions underlying the main arguments in the IQ debate, and finds many of them woefully illogical

*The IQ Controversy*, Edited by Ned Block and Gerald Dworkin, Oxford Books £8.95, 0 7043 2130 0, 198 3133 0.

Intelligence testing has had a bad name, and if any one of its foremost practitioners publishes anything, it is probably fraudulent data which are widely hailed as examples of painstaking, impeccable research, that reputation will be fully deserved. The demonstration that the data of Sir Cyril Burt are totally valueless, even if it cannot affect the validity of other people's data, has already been used to discredit the entire testing movement. Supporters of IQ tests will have to polish up their defence. They could start by trying to answer some of the arguments advanced by Professors Block and Dworkin, two American philosophers who, in a long concluding chapter which is by far and away the most valuable part of the present book, provide a systematic, reasoned critique of IQ tests.

The reasoned argument is something that has been singularly absent from most discussions of IQ tests. Confident assertions by their proponents that the scientific measurement of intelligence represents one of psychology's most enduring achievements, a shining example of the application of scientific method to human affairs, are countered by far more strident criticisms: that IQ tests measure nothing more than conformity to white, middle-class values, or the opportunity and willingness to accept the training regime imposed by schools; that it is impossible to measure anything as intangible as intelligence; that tests are deliberately used as instruments of political oppression. The suggestion that genetic factors are significantly implicated in variations in IQ serves only to lower an already low level of discussion, between those in the one hand who pronounce that 80 per cent of the variation in IQ in the European and American population is genetically determined (a proposition not in fact disputed by Block and Dworkin), and those on the other who denounce the claim as mere proof of the sinister political motivations of IQ testers.

It is not surprising that the IQ Controversy makes the editors' own contribution consists of a collection of published American writers over the past 50 years, including an exchange between Walter Lippmann and Louis Brandeis in 1924. It is a collection of the reprints of the articles in *Educational Research* which resulted from Kamrin's attempt to demolish the heritability of IQ, and the response, written by Herrnstein and others, are quite candid. They have not, they say, attempted to present all sides of the issue. Indeed they have no policy of providing only the second-hand, and distorted, views of the main question. It is a pity that they do not state more clearly the reasons why they should be interested in measuring intelligence, why should we seek to validate our measure against a criterion such as this? As Clowdkey refreshingly notes, "one might speculate,

rather plausibly, that wealth and power tend to accrue to those who are ruthless, cunning, unscrupulous, self-seeking, lacking in sympathy and compassion, subservient in authority, willing in abject principle for material gain, and so on."

As it happens, the correlation between IQ and success or income is quite low; indeed, once social class and amount of education are controlled for, the contribution of IQ to success appears to be vanishingly small. Although this hardly proves that IQ scores actually do measure intelligence, we could at least be confident that if the correlation between IQ and income were perfect, IQ scores would have to measure a whole host of other characteristics besides intelligence. It is possible that they do partially measure characteristics such as diligence, persistence, or ambition, but we should distinguish from intelligence, having reasonably established this possibility, proceed as if they had proved it. It is unlikely that such characteristics contribute very much to IQ scores. So what do IQ tests measure? And how could we decide whether they measured intelligence?

We may hope for the day when a spirit of cooperation produces tests which do measure differences in abilities, and when we can forget the idea that the only adequate test of intelligence will be one which predicts success in the real world.

The answer, surely, will depend on our ability to develop an adequate theory of intellectual and cognitive function. If IQ testing is to be considered in its own right, it has developed completely divorced from any underlying theoretical understanding of human intelligence. It is a technology, whose methods and procedures have been determined solely by technological considerations. It is a frequently chosen for inclusion in IQ tests, not because there is a priori reason to believe they tap a particular intellectual function, but because they work—that is to say, because the answers to them correlate well with the answers given to other items, and because they predict, let us say, school performance. The fault of course, is not that of the technologists alone; experimental psychologists, who have studiously ignored the testing movement, are at least equally to blame.

We do, however, owe have at least some understanding of intellectual performance, and progress in cognitive psychology and artificial intelligence promises to illuminate further the way in which we think and solve problems, perceive abstract relations, and reason with abstract concepts. We may hope for the day when a spirit of cooperation produces tests which do measure differences in these related abilities, and when we can forget the idea that the only adequate test of intelligence will be one which predicts success in the real world.

The second question, whether genetic factors contribute to differences in IQ scores, is by comparison rather easily answered. There is good reason to believe that in North America and British populations at least IQ is partly heritable. The evidence may not be overwhelming,

but on any impartial reading it is persuasive. Identical twins resemble one another quite closely in IQ even when they have been brought up apart, while unrelated children brought up in the same family do not resemble each other very closely. Foster children do not resemble their foster parents as closely as ordinary children resemble their biological parents, but in one study foster children resembled their own biological parents from whom they had been separated by the age of six months. Few of the published studies are free of fault, but most efforts to dismiss this evidence reflect more on the prejudices of the writer than on the worth of the evidence.

There is, moreover, a crucial ambiguity, which they bring out well, about the interpretation of a significant genetic contribution to differences in IQ. It is possible that genetic differences affect IQ, not directly through some effect on the biochemistry of the brain, but indirectly via the environment. The claim exaggerates the importance of genetic factors (although it probably does); the problem is that the data are simply inadequate for quantitative analysis. To take one example: the correlation in IQ scores between identical twins reared apart cannot be used to assign a number to an estimate of heritability unless it can be shown first that there is no correlation between the environments experi-

enced by the two twins in each pair at any stage of their life, and secondly that the range of environments experienced by the entire set of twins is reasonably representative of that found in the population as a whole. None of the acceptable studies of identical twins has satisfied either of these criteria, and none of them, therefore, provides data worth quantitative analysis. As Block and Dworkin note, every quantitative estimate of heritability "either relies on highly flawed data or depends on assumptions so arbitrary that their main justification would seem to be that without some such assumptions one could not arrive at any heritability estimate at all."

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## Miners, Quarrymen and Saltworkers

Edited by RAPHAEL SAMUEL  
Contributors: Raphael Samuel, Moyra Jones, Brian Dibley, Dave Douglas

The first book to be published in the *History Workshop Series*, *Miners, Quarrymen and Saltworkers*, was given an enthusiastic reception. Stuart Weir in *The Times* described it as "a magnificent draught, full of life and bite". This second volume in the series deals with nineteenth-century mineral workers of every class. It offers three detailed local studies: pit life in County Durham, slate quarrying in North Wales, and saltworkers in Cheshire. The contributors have an intimate knowledge of the roles they write about, and have lived and worked in the areas they describe. They are concerned with family and community setting, with social relationships at the point of production, with job control and trade unionism, and with material culture as well as with wages and savings. Excellent early photographs illustrate the book. *History Workshop Series* illustrated £6.50, paper £3.75

## Communication and Learning in Small Groups

DOUGLAS BARNES and FRANKIE TODD

Presents evidence to show that children—as pupils—possess skills and competences rarely called for in a conventional classroom set up. The authors recorded 13-year-old children talking in small groups and without a teacher, about school learning tasks. They argue that children of average ability display in small groups a range of learning skills which could usefully complement those drawn on in conventional teacher-class discussion. paper £2.50

## Code in Context

DIANA S. ADLAM

With assistance of Geoffrey Turner and Lesley Lineker. Foreword by Professor Basil Bernstein. Basil Bernstein's work on children's sociolinguistic codes, and his formulation of the contexts in which they are transmitted are the most influential in the field. *Code in Context* contains both theoretical and empirical investigations of Bernstein's ideas. *Primary Socialization, Language and Education* series. £6.25

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Educational Supplement

## 26 Books/CSE/Children's Literature

### Rough and tough

Roy Blatchford

Saturday Night and Sunday Morning. By Alan Sillitoe. £1.10 582 23342 9

The L-Shaped Room. By Lynne Reid Block. £1.10 582 23358 5

Cider With Rosie. By Laurie Lee. £1.10 582 23359 3

Eight American Stories. £1.10 582 23327 5

The Pressures of Life. £1.05 582 23329 1

Softly, Softly. By Elwyn Jones. 95p 582 23311 1

Longman Imprint Books.

Impressions are so firmly a part of most English teachers' classroom arsenal that there can be little fresh to say about the series. The 1977 crop offers permutations of the familiar format: editorial introduction, the text, photographs, questions for discussion, and further reading items.

Saturday Night and Sunday Morning, Sillitoe's homage to his youth, sports an introduction from the aging and weary author himself, now an exile in Mallorca. The greatest irony was ever to call the book a "working-class novel" for it is really nothing of the sort. The anger is still at work, somewhat ironically for the imprint series who have since championed the rough, working-class writings of Sid Chaplin, Stan Barstow, Keith Waterhouse and others

besides. David Craig's lucid and lively commentary at the end provides teachers with plenty of scope for extended discussion, and photographs of Nottingham with notes on the Midlands dialect complete a fine school edition.

The L-Shaped Room, 15 years on, receives a similar retrospective from its author: "It was a best seller. Why was it? Why this book and not the better written, more profound, or what-have-you? The answer then, as today, is that it is a splendid adolescent read, and remarkably undated. The photographs of Fulham taken for this edition reflect a largely unchanged head-streer had; extracts from the two sequels *The Backward Shadow* and *Two is Lonely* are included alongside sensible commentary.

Examination perennial *Cider With Rosie* has seen many editions and the latest imprint is the best yet. Laurie Lee has added an anthology of 10 poems under the theme "Life in the Country", editor Chris Buckton has come up with extensive suggestions for further study, there is an essay from the author which previously unpublished family snapshots, and an encouraging pictorial sequence of life in Laurie Lee's native village of Slad in the Cotswolds.

With African, Western, Caribbean selections already available in the series, it is no surprise to come across *Eight American Stories*. Edi-

torial contribution is substantial and rewarding for class use but the choice of tales is less happy. Sherwood Anderson's "I Want to Know Why" and John Updike's "Pigeon Feathers" are difficult stories, Stephen Mitchell's "Sausage and Beer" is disappointing, and in Richard Wright's strident "Big Boy Leaves Home" the Southern negro dialect presents comprehension problems for the average CSE student. As a prose picture of America this collection is sadly lopsided.

The Pressures of Life has long played written for television which explores that theme. Barry Hines' "Speech Day" with its witty treatment of school-life, will be the pupils' pick of a consistently good bunch. There are obvious pitfalls in adopting from television in classroom study, but the editing rarely fails, and an informative essay on television drama neatly rounds off the book.

Softly, Softly by the prolific Elwyn Jones contains five scripts from the BBC series, with old favourites Barlow and Watt (Stratford Johns and Frank Windsor) in unwavering form.

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## 27 Books/CSE

### Geography—jokes and all

Bryan Wailes

The British Isles: Objective Tests in Geography for O level and CSE. By K. Briggs. Hodder and Stoughton £1.35. 0 340 19748 X

Multiple Choice and Structured Questions in Geography Books 1 and 2. The British Isles and Western Europe. By W. E. Marsden. Olliver and Boyd Book 1 £1.25. 0 05 00280 4. Book 2 £1.15. 0 05 00280 4.

Objective Tests in Geography. By J. A. Lane. Edward Arnold £1.30. 0 7131 0060 5.

These books are a response to the increasing use by examination boards of the objective tests which,

as Mr Briggs argues in his Introduction, "make possible such precision in examining" as the assessment of factual recall, comprehension, application of principles and concepts as well as other facets of a candidate's ability. He criticizes the inadequacy of conventional methods and there is no doubt in all this, however incontestable this may be, there is a great deal of truth in it. Teachers will need to turn more and more to objective tests even if they seem, at first, complex and inhospitable.

Each author explains the types of objective tests being used which largely fall into one of four types: multiple-choice, matching questions, multiple-completion and assertion-reason questions. Sometimes they

use different names thus illustrating how easily a jargon is evolved. All books are aimed at CSE/O level and they cover the syllabus between them. J. A. Lane's book does it all; K. Briggs covers the British Isles in this volume and W. E. Marsden looks at the British Isles, Western Europe and World problems. All tests, except those of K. Briggs, have been pre-tested in schools. A great deal is made of this in W. E. Marsden's books to the extent of giving items which failed their pre-testing. Though of academic use this does seem to add further complications to an already complicated book. In all books there is a problem in presenting the tests in an understandable form, since so many marginal numbers have to be used to label each test. Mr Lane's book seems to have the simplest layout, but the answers are not provided as they are in the other books.

Mr Marsden's books are outstanding for the additional richness of source materials provided which is lacking in the other books. Indeed they could be used profitably for the excellent photographs and map extracts alone. There is also wider scope in terms of content and some parts show ingenuity and imagination. For example, a joke-map in Book 1 has place-names chosen to include some of the famous names of new geography.

All books are valuable in different ways and the teacher now needs to begin to think about using the technique of the objective test. He will need to think, however, how far he will have to adapt and change his teaching to fit in with this new kind of testing.



Part of the joke-map by W. E. Marsden.

### The right note

F.W. Kellaway on mathematics

Simple Modern Maths. Book 1. By F. C. Boyd and R. A. Court. Hodder £1.80. 0 17 431005 6. Teacher's Book £2.00. 0 17 431007 2.

Co-Maths. By N. Armstrong, B. Butler, J. Conaghan, A. Innes and J. Wood.

Books 60p. 0 216 89969 9. Teachers' Guide 90p. 0 216 90190 1. Constructive Mathematics. By M. Hayman. Bell £1.35. 0 7135 1981 9. Teachers' Book £1.80. 0 7135 1982 7.

There has been recent criticism in plenty of the quality of mathematics teaching. Cynics might claim some significance in the advent of three textbooks each reinforced by an aid for teachers. The question thus arises: if teachers are so much in need of a helping hand, are they likely to benefit by the material provided here? To be frank, there is little in either of the first two books that will smooth the path of the less competent; while able teachers could formulate more stimulating lessons for themselves.

The texts are stereotyped. The first covers standard topics of a CSE course, in more or less discrete units so that the order of the sec-

tions is generally not significant. The teacher's book, however, is little more than a complete reproduction of the pupils' book bound in with a section of answers and a few comments.

The second little book contains 32 pages of simple material related to cars. The 12-page guide does offer points for discussion and the whole may save a teacher some time in the preparation of his lessons. It is not, however, very exciting.

But now the good news. Outstanding in a lengthy shelf of texts is Constructive Mathematics. Mrs Hayman is an articulate teacher, of wide experience and the highest quality. Active in the Mathematical Association (of which she is a past president) and the Institute of Mathematics and its Applications, and other bodies, she thinks deeply about her subject.

This book derives from a course for non-examination pupils in the fifth form of a comprehensive school which developed from the interests of the pupils. Thus the right note is struck from the start. The noblest aspirations of teachers mean nothing if the pupils' attention is not gained, and held.

There is convincing demonstration in these pages that concepts of critical path analysis, flow diagrams, probability and symmetry are all within the grasp of most children when appropriately presented. At the same time, such fundamentals as prime numbers, graphical representation of the relationships between variables, and the use of minus, can be taught *pari passu*. All these topics are, in fact, included, and the teachers' book really does illuminate the theory and practice of the work. How to choose a theme, how to take advantage of a classroom situation, how to gather material, initiate discussions, involve the class and transmit the satisfaction to be gained from mastery of a subject—these matters are all explicit or implicit in a first-class work.

Mrs Hayman suggests that the course could occupy one year of non-examination work, but may be equally effective for CSE pupils (it has been the basis of a validated Mode 3 syllabus) or for a common 15-plus examination or CSE programme. Indeed, the work can be strongly recommended for all these purposes. There is no doubt that in such fields it is the year's "best buy".

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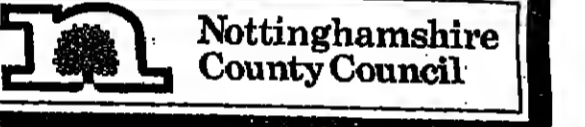




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**Appointment of Headteacher**  
**STANTON HILL INFANT SCHOOL**  
 Faculty Road, Stanton Hill, Sulton-in-Ashfield, Nottinghamshire  
 Qualified teachers are invited to apply for appointment as Head Teacher of the above school.  
 Number on roll 225. Salary Group 4.  
 Vacant September 1, 1977.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7OP.  
 Closing date May 6, 1977.



Education Department  
**Appointment of Headteacher**  
**LOWDHAM C. of E. (AIDED) PRIMARY SCHOOL**  
 Lowham, Nottingham  
 Qualified teachers are invited to apply for appointment as Head Teacher of the above school.  
 Number on roll 242. Salary Group 4.  
 Vacant Summer Term, 1977, to be filled as soon as possible thereafter.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP.  
 Closing date 6th May, 1977.



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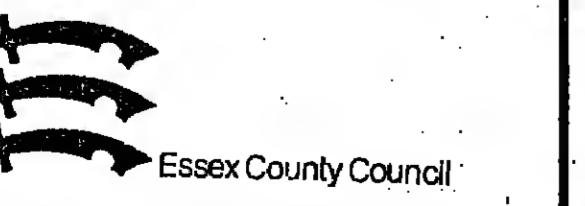
**Southend Area**  
**EARLS HALL COUNTY JUNIOR SCHOOL**, Carlton Avenue, Westcliff-on-Sea (Roll 376) Group 8  
 For this Junior School with effect from January 1, 1978.

**Castle Point and Rochford Area**  
**RIVERSIDE COUNTY INFANTS SCHOOL**, Ferry Road, Huttbridge (Roll 325 approx.) Group 5  
 For this Infants school with effect from January 1, 1978, or earlier if possible.

**North West Essex Area**  
**ST. ANREW'S C. of E. (CONTROLLED) JUNIOR SCHOOL**, Church Road, Hatfield Peverel, Chelmsford (Roll 211) Group 6  
 For this Junior School with effect from January 1, 1978.

**GREAT BARDFIELD COUNTY PRIMARY SCHOOL**, Great Bardfield, Great Bardfield (Roll 127) Group 3  
 For this Junior Mixed and Infants School with effect from January 1, 1978.

Closing date for these posts, May 13, 1977.  
 Application forms and further details may be obtained from the County Education Officer, P.O. Box 47, Market Road, Chelmsford.



**PRIMARY HEADSHIPS continued**  
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**LAST HILLS DIVISION**  
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 Headship for the above school. The school is a voluntary aided school. The headship is for a full-time post. The salary is £5,300 per annum. The post is vacant from September 1, 1977.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Hereford, Herefordshire, HR1 1JL.  
 Closing date May 6, 1977.

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 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Maidstone, Kent, ME14 1JL.  
 Closing date May 6, 1977.

**KIRKLEES METROPOLITAN COUNCIL**  
**WILSON HILL INFANTS SCHOOL**  
 Wilson Hill, Wakefield  
 Appointment of HEAD TEACHER. The school is a voluntary aided school. The headship is for a full-time post. The salary is £5,300 per annum. The post is vacant from September 1, 1977.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Wakefield, West Yorkshire, WF1 1JL.  
 Closing date May 6, 1977.

**LICESTERSHIRE COUNTY COUNCIL**  
**LAUNTON C.E. (AIDED) PRIMARY SCHOOL**  
 Launton, Leicestershire  
 Appointment of HEAD TEACHER. The school is a voluntary aided school. The headship is for a full-time post. The salary is £5,300 per annum. The post is vacant from September 1, 1977.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Leicester, Leicestershire, LE1 1JL.  
 Closing date May 6, 1977.

**LINCOLNSHIRE COUNTY COUNCIL**  
**THE HOLY TRINITY PRIMARY SCHOOL**  
 The Holy Trinity, Lincoln  
 Appointment of HEAD TEACHER. The school is a voluntary aided school. The headship is for a full-time post. The salary is £5,300 per annum. The post is vacant from September 1, 1977.  
 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Lincoln, Lincolnshire, LN1 1JL.  
 Closing date May 6, 1977.

**LINCOLNSHIRE COUNTY COUNCIL**  
**WITZ'S WOOD LANE COUNTY JUNIOR SCHOOL**  
 Witz's Wood Lane, Lincoln  
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 Application forms and further details may be obtained by forwarding a stamped addressed foolscap envelope to the Director of Education, County Hall, Lincoln, Lincolnshire, LN1 1JL.  
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**EDUCATION DEPARTMENT**  
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 Required for September, 1977, or as soon as possible thereafter.

**2 MERSEY PRIMARY SCHOOL**  
 Mersey Street, Hull Group 6, number on roll 328 age-range 5 to 9

**3 CHILTERN PRIMARY SCHOOL**  
 Chiltern Street, Hull Group 5, number on roll 281 age-range 5 to 9

Application forms and further particulars may be obtained from the Director of Education, HQ Schools Section, at the address below.  
 County Hall, Beverley (telephone: 0482 897131, extension 418)  
 Completed applications for all posts should be returned not later than May 2, 1977.



**NORFOLK COUNTY COUNCIL**  
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 required for  
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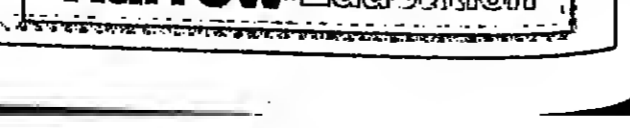
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 Group 2 99 Children  
**Beiper Pottery First School**  
 Group 5 310 Children  
**Pilsley Park House Primary School, Pilsley, near Chesterfield**  
 Group 3 110 Children  
**Longford Perceival C.E. (Controlled) School, West Derbyshire**  
 Group 2 62 Children  
 Closing date May 9, 1977.  
 Application forms and particulars for the above posts (a.s.e. foolscap, please) from the Director of Education, County Offices, Matlock, Derbyshire O64 99G.



**London Borough of RICHMOND UPON THAMES**  
**HAMPTON WICK INFANTS' SCHOOL**, Normansfield Avenue, Teddington TW11 8RF  
 Applications are invited for the post of  
**Head Teacher**  
 required from September for this Group 4 Infants' school with nursery unit attached.  
 Outer London Allowance of £297 and £312 Supplement payable.  
 Forms and further details (foolscap a.s.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable by 8th May, 1977.

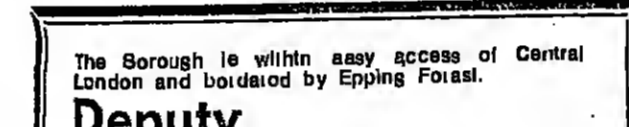
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 Harford Avenue, Kenton  
 Applications are invited for the  
**HEADSHIP**  
 of this Group 7 Middle School (8 to 12 years) for appointment from September 1, 1977.  
 Housing accommodation may be available in suitable areas, reasonable removal expenses (lowest tender), lodging allowance of up to £10 per week, and up to £500 towards Legal and Estate Agent fees may be payable.  
 Application forms and details of the post from Controller of Education Services, PO Box 22, Civic Centre, Harrow, Middlesex HA1 2UW (reference SCH/JM). Forms to be returned by May 2 (please enclose stamped addressed envelope).



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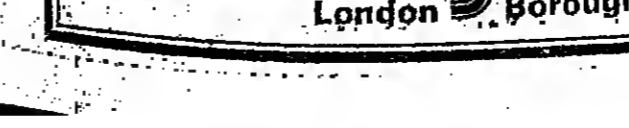
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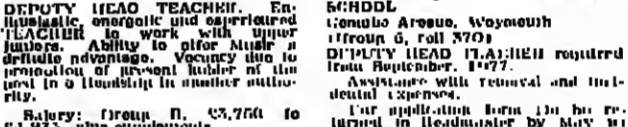
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**NORFOLK COUNTY COUNCIL**  
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 Application forms and further details can be obtained ONLY by sending a stamped addressed foolscap envelope to the Area Education Officer, 22 Enson Road, Gt. Yarmouth, NR30 1DZ.  
 Closing date for all applications 10th May.  
 Removal expenses are payable in accordance with the Authority's scheme.

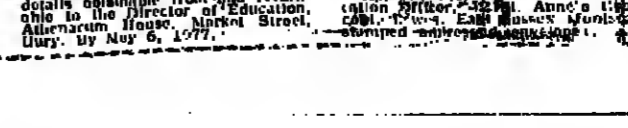
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 Group 3 110 Children  
**Longford Perceival C.E. (Controlled) School, West Derbyshire**  
 Group 2 62 Children  
 Closing date May 9, 1977.  
 Application forms and particulars for the above posts (a.s.e. foolscap, please) from the Director of Education, County Offices, Matlock, Derbyshire O64 99G.



**London Borough of RICHMOND UPON THAMES**  
**HAMPTON WICK INFANTS' SCHOOL**, Normansfield Avenue, Teddington TW11 8RF  
 Applications are invited for the post of  
**Head Teacher**  
 required from September for this Group 4 Infants' school with nursery unit attached.  
 Outer London Allowance of £297 and £312 Supplement payable.  
 Forms and further details (foolscap a.s.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable by 8th May, 1977.

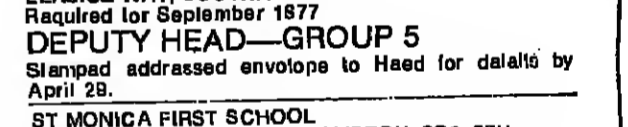
**Priestmead Middle School**  
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**HEADSHIP**  
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**Education Department**  
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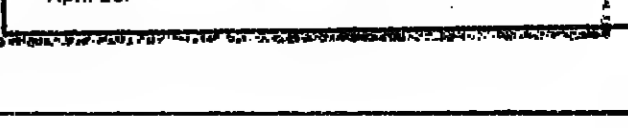
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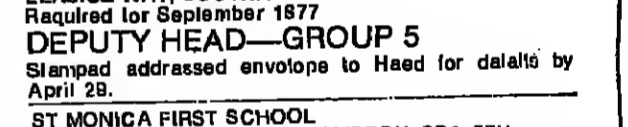
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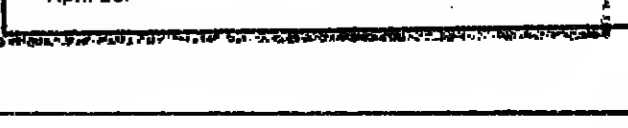
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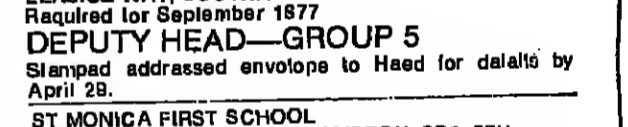
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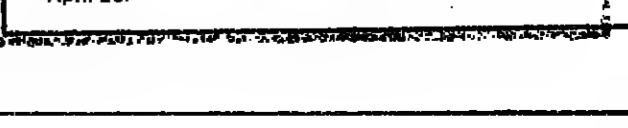
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**ESSEX**  
**ESSEX COUNTY COUNCIL**  
 Education Department  
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 Essex County Council, Essex  
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 Essex County Council, Essex

**ROTHESHAM**  
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**Other Posts on Scale 2 and above**  
**HUCKINGHAMSHIRE**  
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**CITY OF COVENTRY**  
 Required Autumn Term at  
 SARRS HILL MIXED COMPREHENSIVE SCHOOL,  
 Redford Road (840 on roll).  
 ENGLISH, College leavers welcome to apply. Scale 1.  
**CALLIDON CASTLE BOYS' COMPREHENSIVE SCHOOL,**  
 Ashdon Road (1570 on roll).  
 11. TEACHER with some  
 experience in teaching  
 including vocational and  
 religious education. Appointed  
 throughout the school and to  
 be prepared to contribute  
 curriculum development in  
 the first three years. New  
 purpose-built block. Scale 1.  
**FOXFORO MIXED COMPREHENSIVE SCHOOL (Social Priority School),**  
 Grengs Road (1,850 on roll).  
 12. TEACHER with some  
 experience in teaching  
 including vocational and  
 religious education. Appointed  
 throughout the school and to  
 be prepared to contribute  
 curriculum development in  
 the first three years. New  
 purpose-built block. Scale 1.  
**STOKE PARK MIXED COMPREHENSIVE SCHOOL, Dins Road**  
 (880 on roll).  
 Formerly girls' grammar, co-educational all ability in first three  
 years. Home Economics (including Needlework). The subject is  
 added to 'O' and 'A' levels and is taught to all pupils  
 in the first three years. New purpose-built block. Scale 1.  
**TILE HILL WOOD GIRLS' COMPREHENSIVE SCHOOL,**  
 Nutbrook Avenue (1,640 on roll).  
 1. GORMAN with French, to organize the German and social  
 studies. Modern Languages Department, Scale 2.  
 2. HEADLEADER with English, to organize the English and  
 Economics Department, Scale 1.

**GLoucestershire**  
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**Secondary Art and Design continued**  
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**Other Posts on Scale 2 and above**  
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**Commercial Subjects**  
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**WALSALL**  
 Metropolitan Borough  
 Education Committee  
 Required for September, 1977, teachers of the following subjects.

**St. Francis of Assisi R.C. Comprehensive School,**  
 Old Hall Lane, Aldridge, Walsall  
 Scale 2 post available for English and Design.

**SECOND IN MODERN LANGUAGES DEPARTMENT, SCALE 2.**  
 Candidates should be well qualified and experienced teachers, able to teach across the ability range to 'A' level standard. Preference will be given to those specialising in German.

**PHYSICS TEACHER, SCALE 1.** Candidates should be qualified to teach to 'A' level and willing to participate in Science Teaching Programme in the Lower and Middle Schools.

**Forest Comprehensive School,**  
 Hawthorn Road, Leston, Walsall  
 Teachers for the following Scale 1 posts:  
 MATHEMATICS, SCIENCE, ART, ENGLISH

**Frank F. Harrison Comprehensive School,**  
 Leston Road, Leston, Walsall  
 SCALE 3, HEAD OF MODERN LANGUAGES, French and German taught to C.S.E., 'O' and 'A' levels.

**Sheffield School,**  
 Broad Way, High Heath, Peckol, Walsall  
 SCALE 1, MATHEMATICS, preferably trained Graduate.

**SCALE 3, GRADUATE TEACHER OF ENGLISH as Second in the Department—must have recent successful experience of teaching to Sixth Form work.**

**St. Francis of Assisi R.C. Comprehensive School,**  
 Edington Road, Aldridge, Walsall  
 SCALE 3, HEAD OF MOVEMENT STUDIES to take responsibility for the Movement Studies division of the curriculum to include Health School (years 10 to 12).

**T. P. Riley Comprehensive School,**  
 Lichfield Road, Bloxwich, Walsall  
 SCALE 1, GIRLS' PHYSICAL EDUCATION.

**SCALE 1, ECONOMICS.** Sixth Form work available for a suit-able teacher with experience of teaching to Sixth Form level.

**Application forms for the above-mentioned posts obtainable from the Head Teacher of the school concerned, to whom they should be returned.**

**St. Francis of Assisi R.C. Comprehensive School,**  
 Edington Road, Aldridge, Walsall  
 Required for September, 1977, teachers of the following subjects:  
 1. TEACHER of Religious Education, to work in years 4, 5, 6 and 7. Must have experience of teaching to 'O' and 'A' levels. Knowledge of JMB Synopses C desirable.  
 2. Apply to the Clerk of the Governors of the schools.  
 Closing date 10 days after appearance of advertisement. Conveyance disqualifies.

**Apply by letter giving full name, qualifications, experience with named subjects and address of two educational referees and copies of two recent certificates for the subject concerned, signed either by the Head Teacher of the school concerned or by the Headmaster of the school, to the Director of Education, Walsall Metropolitan Borough Council, 100, High Street, Walsall, Staffs, B79 7JH.**

**Other Posts on Scale 2 and above**  
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**Other Posts on Scale 2 and above**  
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# The London Music Shop and 50 years of music education

Fifty-two years ago the London Music Shop was started by two employees of a music publisher who, realising the limitations of one publisher's catalogue, decided to open a small shop in which the stock from each publisher's works would be recommended and sold—particularly to students.

In half a century, the only thing that has changed is the size and range of the London Music Shop which today includes music and instruments for children from pre-school age up to professional standards. The concept behind its humble beginnings remains exactly the same.

Today the London Music Shop is not just one shop—but three different addresses each of which, whilst being a complete music centre in its own right, specialises in one particular aspect of school music.

The hub of the whole operation is at Valmar Road in South East London. For here are the mail order, administration and despatch departments which, keep schools, colleges and individual musicians in touch with the shop's extensive stock. At 218, Great Portland Street, is the more public face of the London Music Shop—the long established London Showroom. This in fact is the direct development of the original London Music Shop which started in nearby Wigmore Street.

Although specialising in educational instruments, the London Showroom is a complete music store in its own right and is of course used by thousands of



Bert Woollatt, London Borough of Havering.

## Bert Woollatt—Roving Ambassador of Valmar Road

The high regard with which the London Music Shop is held throughout all parts of the country, despite being mainly a London based operation, is due in great measure to the energies and personality of Director Bert Woollatt. Although he was Manager of the London Showroom for some years, today you will find Bert Woollatt in the comparatively anonymous building in Valmar Road, South East London, that houses the London Music Shop's Mail Order Department.

For it is here that the London Music Shop has its real links with the 40 thousand schools and colleges throughout England, Scotland and Wales—plus a few from overseas. And it is here that the generous personality and extensive knowledge of Bert Woollatt can be put to best use.

The phrase that occurs again and again when talking to Bert about the London Music Shop is "personal service". This may sound a rather contradictory ideal for a mail order operation—but if the administration remains firmly in London, he certainly does not.

His diary is packed with meetings and exhibitions all over the country. Sunderland EDA, the NUT Conference in Eastbourne, Croydon NUT, London Hand Teachers' various exhibitions organized by the British Educational Equipment Association—of which the London Music Shop are members.

Bert Woollatt is an extremely approachable man—which is just as well. Because when he's not off to Wales or Scotland and instruments—be it a talking non-stop into the receiver of the nearest telephone.

The telephone is naturally seen as an important part of Bert's "personal service" with a car full of musical instruments and a London Music Shop operate an STD ring-back advisory service from Valmar Road. So that a music teacher out of London who wants to discuss a problem that may take some time can give his or her number and a brief outline of the problem—and Bert or Peter Browning—his assistant—will "log them back" armed with facts, figures and

## The who, what and where of the London Music Shop

218 Great Portland Street, London W.1. Tel: 01-387 0951

The long established London Showroom with complete range of instruments and accessories plus sheet music, cassettes, books and sheet music.

Manager: Rod Alexander.  
Music Department: Sheila Thomson.  
Record Department: Ian Hoy.



David Wright



6 Valmar Trading Estate, Valmar Rd, London SE2 9NW. Tel. 01-737 2468.  
Mail Order Department and administrative centre of the whole London Music Shop operation. Also operates ring-back advisory service and arranges exhibitions. Showroom carries full ranges of instruments.  
Director: Bert Woollatt.  
Sales Department: Peter Browning. STD RING-BACK SERVICE: 01-737 2468.

14 The Strand, Exmouth, Devon, Tel. Exmouth 74861.  
High Country branch—specializes in sheet music and books but also carries a complete range of instruments, records and cassettes.  
Manager: David Wright.  
Record Department: Tom Hard-Adkinson. Department: Robert

As far as instruments are concerned—significant new reeds are perhaps the mini-keyboard—electric plectrums and organs which are now becoming more acceptable as alternatives to the piano. But without a doubt—one of the most popular new melody instruments for young children is the Melodica. Particularly the new Casotto models which have a very woodwind like tone.

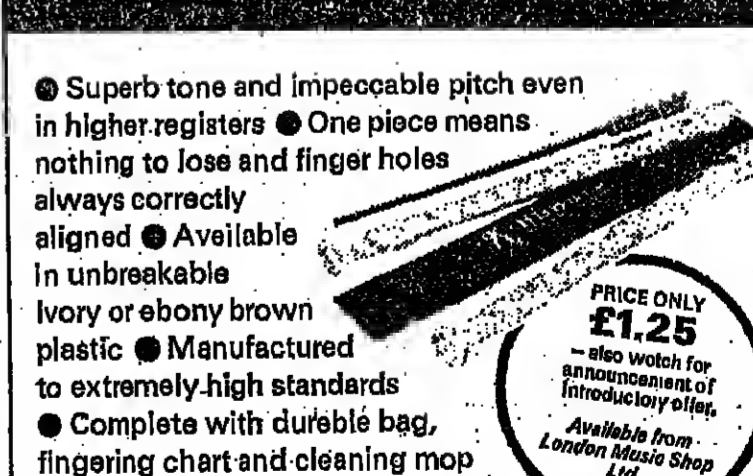
While Bert Woollatt is acting Ambassador for the London Music Shop—follow director Les Collins is the Company Secretary who runs a very efficient administration at Valmar Road, and oversees the administration of the group generally.

"Most orders we receive get a return of post service", says Bert, "because for 90 per cent of the orders we receive, we have the instruments here in stock."

"We offer a repair service for instruments as well—using very skilled craftsmen. In fact, every body at the London Music Shop is very qualified and knowledgeable."

continued on page 2

## CLASS 9509 RECORDERS THE UNBREAKABLE BREAKTHROUGH FROM HOHNERS



● Superb tone and impeccable pitch even in higher registers ● One piece means nothing to lose and finger holes always correctly aligned ● Available in unbreakable ivory or ebony brown plastic ● Manufactured to extremely high standards ● Complete with durable bag, fingering chart and cleaning mop

PRICE ONLY £1.25 — also worth for announcement of introductory offer.

Available from London Music Shop Ltd.

SEND FOR DETAILS OF THE FULL RANGE OF RECORDERS TO:

HOHNER M. HOHNER LIMITED, 38-45 COLHARBOUR LANE, LONDON SE8 9NR

**SECUNDARY**  
Secondary  
continued

**ISLE OF WIGHT**  
Secondary  
continued

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
DARTFORD DIVISION

**WILTSHIRE**  
SALISBURY DISTRICT  
EDUCATION DEPARTMENT  
continued

**WILTSHIRE**  
COUNTY COUNCIL  
EDUCATION COMMITTEE  
PARK HOUSE

**Other Posts on Scale 2 and above**

**HULLY**  
Education Department  
continued

**NORFOLK**  
EDUCATION DEPARTMENT  
continued

**HERTFORDSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
continued

**HERTFORDSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
continued

**NOTTINGHAMSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
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**NOTTINGHAMSHIRE**  
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**NOTTINGHAMSHIRE**  
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**NOTTINGHAMSHIRE**  
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**LEICESTERSHIRE**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
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**LEICESTERSHIRE**  
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**LEICESTERSHIRE**  
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EDUCATION DEPARTMENT  
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ADVERTISEMENT

Exmouth—the sheet music specialists

A complete instrumental and music service is available from the Exmouth branch of the London Music Shop...

Sonor courses for music teachers

The London Music Shop features in its catalogue the full range of Sonor Orff instruments...

Every year the Sonor organization organizes a series of courses for teachers in Germany and from all over the world...

pitch to the F below, i.e. an octave and a fifth below middle C on the piano...

whether English, or any other language, if there is a local dialect that has a very distinctive phrase to fit a song then use it even if the rhythm of the song has to be slightly altered to suit...

The store with a long past—and a big future

The London Showroom of the London Music Shop at 218 Great Portland Street is shortly to be extended—placing it amongst the country's largest music stores...

Music & schools today

What are your fellow music teachers doing in schools today? We invited educationists and music teachers from different types of school to tell us of their activities and experiences...

COMPREHENSIVE MUSIC EDUCATION

By George Fitzgerald of Stepney Green Comprehensive, East London. Stepney Green School is a comprehensive in the East End of London having approximately 1,000 boys on roll.

My own connexion with it began almost exactly one year ago and I quickly became aware of the enormous—really enormous—interest in music, particularly instrumental music.

Each boy has a card and attempts to play it, passing it on when completed and receiving another card. I find that this is quite popular and I usually begin this by getting the players to play the rhythm on one note or tapping or clapping the rhythm before playing...



with the actual reading of the notes. Well, one can only relate from one's own experience. If it isn't done or some attempt made to get teaching ideas of how to relate the printed symbol one with another...

It is, I think, worthy of note that in this school where we have this minor option in music and where, as I have said, we anticipate a large number of boys opting for music as a possible examination study...

In 1953—the business was taken over by Mr Leonard Welton—an excellent violinist and a music teacher dedicated to music education...

In the 1930s music made its most spectacular advance in our history, and since 1946 the same has happened with instrumental music in particular...

I encourage any boy in the school to apply for lessons on an instrument and provided the boy observes a few very simple rules concerning lesson release...

We took to the melodies at an early stage, both for use in the classroom and for a more specialised melodic group which meets after school hours...

Recently, however, we have purchased the new "Cassatta" model and this instrument, resembling as it does an organ, is extremely popular in the school...

P.T.A.'s provide the notes

By John Brown, Chairman, Garden Suburb Infant and Junior Schools Joint P.T.A.

Money, money, money, may not be at the top of the charts but, at this time of public spending cuts, many primary schools would be very hard pressed to keep up any sort of music provision...

instruments in 1977 would look to the miracle of the bread and fishes to make its two clarinets stretch to the twenty aspiring young wind players of 1978...

the school's music work can be effective in encouraging the school to make music a part of the school's many functions...

Adam & Charles Black Publishers of Okki-tokki-unga - action songs for children, Apuskiidu - songs for children, Carol, Gaily Carol - Christmas songs for children...

FOUR NEW FLUTE ALBUMS Four enterprising collections, edited by Peter Wastell, Price: £2.50 each

Four enterprising collections, edited by Peter Wastell, Price: £2.50 each. Baroque Music for Flute, Contemporary Music for Flute, Classical Music for Flute, Romantic Music for Flute.

BOOSBY & HAWKES Boosby & Hawkes Music Publishers Limited, 295 Regent Street, London W1R 8JH. Telephone 01-690 2000.

Rampono and Cazzani Flutes. Stentor Student "Gut" strings. Dogal superflexible metal strings. All available at the London Music Shop Ltd. STENTOR MUSIC CO. LTD.

LMS Exhibitions The London Music Shop is pleased to arrange exhibitions of school music and musical instruments at schools, conferences and courses anywhere in the country.



From left to right, Mr and Mrs Leonard Welton with the former speaker, Lord Maybury-King, at the 50th Anniversary celebrations.

SONOR original ORFF instruments plus progressive modern developments. Hohner. Telephone: 01-733 4411/4. Please send FREE catalogue and place my name on mailing list for school music courses.

Our Prize-Day concert in Queen Mary College (The People's Palace) in October last year included the following: two pieces by Wind Band, trumpet duo by two 6th year boys...

PALMA Classic Model C103N Sound Value for Students at £24.75. If you want a good student guitar at an even lower price than the C103N above, ask The London Music Shop about their other fine Palma Classics Model 300N £15.99 Model 800 £21.00

NATIONAL HARMONICA LEAGUE Music teachers - send for details of free schools membership to John Tyler, National Harmonica League, 34 Sweet Briar Road, Stanway, Colchester, Essex.























SECONDARY

Scale 1 Posts
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Head of Science
Head of English

WILTSHIRE
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Head of English

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CLWYD COUNTY COUNCIL

Denbigh High School
(2918)
11-18, 900 pupils
Head - G. M. Bliton, B.A.

Head of Welsh Department, Scale 3 or 4
Graduates in Welsh to assume responsibility for the teaching of the language throughout the school.

Head of Music Department, Scale 3
An experienced and enthusiastic teacher is required to organize the subject and maintain the strongly established musical tradition of the school.

Head of Modern Languages, Scale 3 or 4
Modern Languages Graduate to assume responsibility for the teaching of French throughout the school to C.S.E., 'O' and 'A' levels as well as to the Headmaster.

Head of Chemistry, Scale 3
With the possibility of Head of Science, Scale 4, in either case.

Head of Biology, Scale 3
Chemistry and Biology are taught to C.S.E., 'O', 'A' and 'S' levels. All members of the Science Department are involved in Combined Science in the first two years and Mode 3 Secondary Science.

Head of Remedial Department, Scale 3
A well-qualified and experienced person is required to lead the work in this department.

Head of French Department, Scale 3
The successful applicant must have a working knowledge of recent developments in language teaching. The successful candidate will be completely replaced in September 1978.

Ysgol Rhylwebon
Ruabon (3903)
(11-18, 1,400 pupils)
Head - Elywn Roberts, B.A.

Head of French Department, Scale 3
The successful applicant must have an interest in developing a mixed-ability approach to courses in the first two years. The school has a French Studies Mode 3 C.S.E. course in operation in addition to the usual courses to C.S.E. Mode 1 and G.C.E. 'O' and 'A' levels.

Derland School
Rosell (870568)
(11-19, 900 pupils)
Head - R. G. Betts, B.A.

Head of Basic Science, Scale 3
An interest in and a willingness to take part in a design project would be an advantage. Application forms may be obtained from the Heads of the respective schools, to whom they should be returned by April 20th.

JOHN HOWARD DAVIES, Director of Education.

Castle Point & Rochford Area
The Park School
Rawth Lane, Rayleigh, Essex

Scale Two Post
Assistant Head of Lower School: provides in conjunction with the Head of Lower School the pastoral help for children in first to third year. Previous applications are still considered.

Scale One Posts
Humanities: Modern accommodation aids team approach for foundation course. Specialist knowledge in Religious Education an advantage but not essential.

Science: Physics qualification preferred with experience of integrated Science courses.

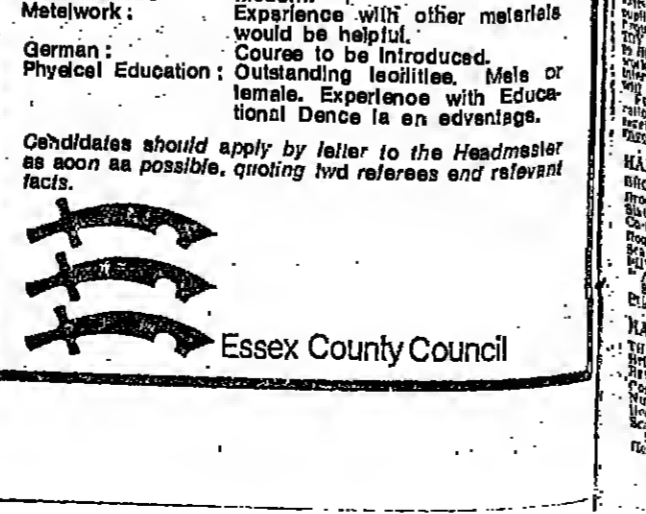
Mathematics: Modern. Experience with other materials would be helpful.

German: Course to be introduced.

Physical Education: Outstanding facilities. Male of female. Experience with Educational Dance is an advantage.

Candidates should apply by letter to the Headmaster as soon as possible, quoting two referees and relevant facts.

Essex County Council



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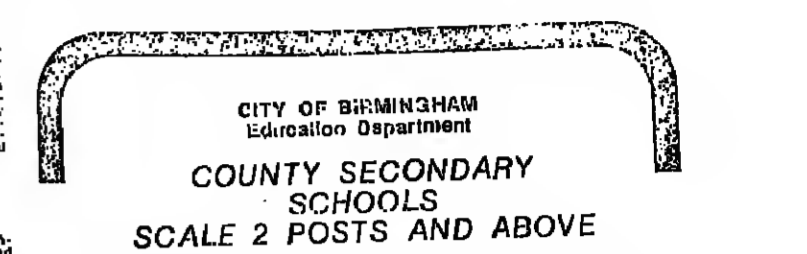
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Head of English



Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Golden Hill School, B11 2QG
Golden Hill (multi-cultural)
HEAD OF COMPENSATORY EDUCATION, Scale 4 (+ S.P.A.)

To have responsibility for Compensatory Education in this 10-16 comprehensive, a well-qualified, experienced candidate is sought who will have regard for standards of numeracy and literacy at both extremes of ability range for coordination of language policy across the curriculum, and for remedial work on social attitudes. A suitable candidate may be offered a Senior Teacher's post as Director of Basic Studies, coordinating the work of English, Mathematics and Compensatory Education Departments.

Hole School, Wheeler Street, B10 2EP
HEAD OF ENGLISH, Scale 4. Required for September in this 10-16 comprehensive, a well-qualified, experienced teacher to organize a department of an interesting subject at C.S.E., 'O' and 'A' levels.

Holyhead School, Watville Road, B21 0DP
1 SENIOR TEACHER-TUTOR/COUNSELLOR
Required for work with children in school and with adults and young people in the community. He/she will work in close collaboration with the Community Centre staff, as well as playing an important role in the pastoral care structure of the school. The post will involve flexible hours with evening and weekend work. A certificate or diploma in Counselling and/or evidence of suitable background is essential.

Perry Common School, Faulkners Farm Drive, B24 7XP
Required September: Assistant teacher for FRENCH (Scale 2). French is the second modern language, German being the first. An experienced teacher is required to be responsible for the subject under the direction of the Head of Department.

Voluntary Aided Secondary Schools
SCALE 2 POSTS AND ABOVE
Cardinal Wiseman R.C. School, Old Oat Hill, B44 9RF
Required for September, a teacher to be HEAD OF R.E., a crucial post in this mixed (60 in the sixth form). A Scale 3 post is offered. Apply initially by letter to the Clerk to the Governors, c/o Head Teacher at the school. The Headmaster welcomes enquiries by phone at school-021 350 9393; at home 021 354 1780 (7-10 p.m.).

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS
Cardinal Wiseman R.C. School, Old Oat Hill, B44 9RF
Required for September, a teacher to be HEAD OF R.E., a crucial post in this mixed (60 in the sixth form). A Scale 3 post is offered. Apply initially by letter to the Clerk to the Governors, c/o Head Teacher at the school. The Headmaster welcomes enquiries by phone at school-021 350 9393; at home 021 354 1780 (7-10 p.m.).

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS
Perry Common School, Faulkners Farm Drive B24 7XP
Required September: Assistant teacher for BOYS' TECHNICAL SUBJECTS, especially METAL CRAFT.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS
Sutton Coldfield Girls' School, Jockey Road, Sutton Coldfield B73 5PT (820 girls 12-19)
Required for September 1977: Teacher of PHYSICS and MATHEMATICS to 'O' level and C.S.E.

Voluntary Aided Secondary Schools SCALE 1 POSTS
Cardinal Wiseman R.C. School, Old Oat Hill, B44 9RF
Required September: teacher for (a) MATHEMATICS, (b) PHYSICAL SCIENCE. Applications to the Clerk to the Governors, c/o the school.

Voluntary Aided Secondary Schools SCALE 1 POSTS
There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Golden Hill School, B11 2QG
Golden Hill (multi-cultural)
HEAD OF COMPENSATORY EDUCATION, Scale 4 (+ S.P.A.)

To have responsibility for Compensatory Education in this 10-16 comprehensive, a well-qualified, experienced candidate is sought who will have regard for standards of numeracy and literacy at both extremes of ability range for coordination of language policy across the curriculum, and for remedial work on social attitudes. A suitable candidate may be offered a Senior Teacher's post as Director of Basic Studies, coordinating the work of English, Mathematics and Compensatory Education Departments.

Hole School, Wheeler Street, B10 2EP
HEAD OF ENGLISH, Scale 4. Required for September in this 10-16 comprehensive, a well-qualified, experienced teacher to organize a department of an interesting subject at C.S.E., 'O' and 'A' levels.

Holyhead School, Watville Road, B21 0DP
1 SENIOR TEACHER-TUTOR/COUNSELLOR
Required for work with children in school and with adults and young people in the community. He/she will work in close collaboration with the Community Centre staff, as well as playing an important role in the pastoral care structure of the school. The post will involve flexible hours with evening and weekend work. A certificate or diploma in Counselling and/or evidence of suitable background is essential.





















EDUCATION AUTHORITY

YSGOL GYNRADD LLANDUDOCI
Gwasgyl eiddafol am swydd Ymddiriedolaeth Ysgol Gynradd Llandudochi...

YSGOL GYNRADD BRYNCONIN
Gwasgyl eiddafol am swydd Ymddiriedolaeth Ysgol Gynradd Brynconin...

MILFORD HAVEN CENTRAL SECONDARY SCHOOL (1,350 Mixed)
Required for 1st September, 1977...

ASSISTANT TEACHER, Scale 1, for Mathematics with some Geography...

ASSISTANT TEACHER, Scale 1, for English with some French...

ASSISTANT TEACHER, Scale 1, for Mathematics. Applications, enclosing stamped addressed envelope to the Headmaster at the school...

Henry D. Thomas, Director of Education, Education Department Headquarters, Pllwryd, Carmarthen.

SECONDARY Scale 1 Post continued

LLEISTYSHIRE
YSGOL GYNRADD LLANDUDOCI

ASSISTANT TEACHER, Scale 1, for Mathematics with some Geography...

ASSISTANT TEACHER, Scale 1, for English with some French...

ASSISTANT TEACHER, Scale 1, for Mathematics. Applications, enclosing stamped addressed envelope to the Headmaster at the school...

Henry D. Thomas, Director of Education, Education Department Headquarters, Pllwryd, Carmarthen.

ASSISTANT TEACHER, Scale 1, for Mathematics with some Geography...

ASSISTANT TEACHER, Scale 1, for English with some French...

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ASSISTANT TEACHER, Scale 1, for Mathematics. Applications, enclosing stamped addressed envelope to the Headmaster at the school...

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LEA
INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers
The Authority would be pleased to hear from suitably qualified teachers with experience in the following subjects:-

COMMERCE (Office Skills) (Full and Part Time)
DESIGN AND TECHNOLOGY
FRENCH (Full and Part Time)
HOME ECONOMICS (Part Time only)
NEEDLEWORK (Part Time only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service, Inner London allowance (£402 payable in addition to the Burnham salary).

For an application form, please write to the Education Officer (TSB), The County Hall, London SE1 7PB (Telephone 01-633 6486).

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COUNTY OF SOUTH GLAMORGAN
Required for September, 1977

PRIMARY ALL SAINTS CHURCH IN WALLS PRIMARY SCHOOL, Cardiff
TEACHER: Scale 1
The Managers of the above school invite applications from qualified junior trained Teachers who are practising members of the Anglican Communion. The successful applicant should be prepared to assist with boys' games and handicraft.

SPECIAL PENYFFYDAN SCHOOL, Cardiff
RESIDENTIAL PRIMARY SCHOOL FOR PHYSICALLY HANDICAPPED CHILDREN
Scale 1 and S.S.A. or Scale II (S)
Experienced junior trained Teacher with an interest in modern mathematics and team teaching. A qualification in the education of handicapped children would be an advantage. The post is non-residential but the applicant would be required to do some residential duties for which payment will be made in accordance with the national scales in operation.

SECONDARY CRYSTAL HIGH SCHOOL, Cardiff (11-18 comprehensive)
12 form entry
SENIOR ASSISTANT Middle School: SENIOR TEACHER Scale
To assist the Head of Middle School (3rd and 4th years) with the day to day administration, discipline and pastoral care. The post falls vacant due to the retirement of the present holder.

CANTONIAN HIGH SCHOOL, Cardiff (11-18 comprehensive)
10 form entry
BIOLOGY: Scale 1
To teach up to and including 'O' level.
COMMERCIAL SUBJECTS: Scale 1
To teach commercial subjects, accounts, typewriting and office practice up to and including 'O' level.

FRENCH: Scale 1
To teach in Lower School to Forms 1 and 2 only.
RELIGIOUS EDUCATION: Scale 1
To teach generally in Lower School (Forms 1 and 2) with a few periods in Middle School.

CLAN ELY HIGH SCHOOL, Cardiff (11-18 comprehensive)
9 form entry
All subjects are taught to mixed ability groups for the first two years.

ART/INTEGRATED CRAFT: Scale 1 and SP allowance
To teach a specialist in an integrated art/craft course to years 1 and 2 and part to other years. Ability in weaving an advantage but not essential.

FRENCH/GERMAN: Scale 1 or II and SP allowance
To teach French to 'O' level initially and some German. Scale II for suitably qualified and experienced teacher.

GEOGRAPHY: Scale 1 and SP allowance
To teach up to 'O' level initially.

ESN: Scale 1 and Special Schools allowance
To teach a small group of ESN pupils within the Department of Special Education.

HOWARDIAN HIGH SCHOOL, Cardiff (11-18 comprehensive)
5 form entry
HEAD OF DEPARTMENT PHYSICS: Scale III
To be responsible for the teaching of Physics to 'A' and scholarship level within a strong science department. Candidates should have had successful teaching experience at this level.

CYRUS COMPREHENSIVE SCHOOL, Penarth (11-18)
9 form entry
ENGLISH: Scale I
Two posts: to teach the subject to 'O' and CSE levels.

FRENCH/GERMAN: Scale I and SP allowance
To teach French to 'O' level initially.

WHITCHURCH HIGH SCHOOL, Cardiff (11-18 comprehensive)
12 form entry
MUSIC: Scale I
To teach throughout the school.

WILLOWS HIGH SCHOOL, Cardiff (11-18 comprehensive)
7 form entry
GEOGRAPHY: Scale I or II
Graduate to teach to CSE, 'O' and 'A' level. Interest in young school leaver project an advantage. Scale II post available for suitably experienced applicant.

MATHEMATICS: Scale I
To teach to middle ability pupils up to CSE. Interest in computer studies or statistics welcome. Well equipped department with mathematics laboratory and computer terminal.

BISHOP OF LLANDAFF C/W HIGH SCHOOL, Cardiff (11-18 comprehensive)
6 form entry
(Preference will be given to practising members of the Anglican Communion).

HEAD OF ARTS/CREATIVES: Scale III
Well qualified and experienced Teacher. Flourishing department. Woodwork, metalwork, engineering drawing and related craft technology.

MUSIC: Scale I
Well qualified graduate. Please state subsidiary subjects. Strong choral and orchestral tradition.

ST. TEILO'S C/W HIGH SCHOOL, Cardiff (11-18 comprehensive)
5 form entry
(Preference will be given to practising members of the Anglican Communion).

HEAD OF MUSIC DEPARTMENT: Scale III
A well qualified graduate to be responsible for music throughout the school. Excellent choral tradition.



Required for 8th August, 1977
Teacher of Science, Scale 1
Physical or Environmental Scientist preferred. Experience of Combined or Integrated Science an advantage.

Two Teachers, Scale 1
(Mathematics, Science or Technical subjects. Any combination of subjects possible. Experience of Technical Drawing or Remedial Mathematics an advantage. Full timetable of Maths and Science available in August, 1978.

Teacher of English, Scale 1
Interest in Drama (New Arts Theatre) an advantage as is the ability to offer initially non-remedial English, French, German or Music. Full timetable of English available in August 1978.

Teacher of Modern Languages, Scale 1
To teach French and/or German. Ability to offer initially some English, Remedial English or Music an advantage. Full Modern Languages timetable available in August 1978.

WETHOUGHTON HIGH SCHOOL, Bolton Road, Wethoughton, Bolton. (11-18 Comprehensive, 990 pupils)

Required for 1st August, 1977.
Teacher of Chemistry, Scale 1
To teach Chemistry throughout the school. TURTON HIGH SCHOOL, Chappellow Road, Bromley Cross, Bolton. (Co-educational, 1,700 pupils, 11-18 comprehensive)

Required as soon as possible or 1st September 1977
Teacher of Mathematics, Scale 1
Together with some Technical Drawing. ST. JAMES' C.E. SECONDARY SCHOOL, Lucas Road, Fernworth, Bolton. (Co-educational, 730 pupils)

Required 1st September, 1977.
Head of English, Scale 4
To teach to G.C.E. Ordinary and Advanced levels and to direct the work of a department of five specialists. The department is responsible for the library and magazine and makes a major contribution to the extra-curricular life of the school. HAYWARD GRAMMAR SCHOOL, Lever Edge Lane, Bolton. (Co-educational, 570 pupils)

Teacher of Religious Education, Scale 1
To teach R.E. throughout the school. There is 'O' and 'A' level work and the ability to assist with Latin 'O' level would be a strong recommendation. Possibility of a Scale 2 post for a suitable candidate. The department is responsible for the library and magazine and makes a major contribution to the extra-curricular life of the school. HAYWARD GRAMMAR SCHOOL, Lever Edge Lane, Bolton. (Co-educational, 570 pupils)

Teacher of Biology, Scale 1
To teach Biology to C.S.E., 'O' and 'A' level. Ability to assist with Mathematics in the lower school a strong recommendation.

Teacher of English, Scale 1
To teach English to C.S.E. and 'O' level. An interest in drama and play production would be a strong recommendation. DEAN'S GRAMMAR SCHOOL, New York, Bolton. (Co-educational, 750 pupils)

Teachers of the Deaf and Partially Hearing
Applications are invited from qualified teachers of the Deaf for teaching posts concerned with different age groups at this school for deaf and partially hearing pupils. Scale 2 posts may be available for applicants with appropriate qualifications and experience. Applications returnable to the Director of Education. THOMASSON MEMORIAL SCHOOL, Bolton.

Peripatetic Teacher of the Deaf, Scale 3
Qualified teacher of the Deaf required for the Authority's Peripatetic Teaching Service to Hearing Impaired children from September 1977. Further particulars and application forms obtainable from the Director of Education, to whom they should be returned.

Application forms, obtainable from the Director of Education, P.O. Box 53, Paderborn House, Civic Centre, Bolton, SL1 1JW, should be returned to the appropriate Head Teacher, except where stated, by 4th May, 1977.

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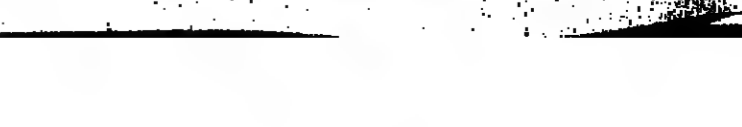
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Applications are invited from suitably qualified teachers for the following posts in the Authority's schools. All posts are Scale 1 unless otherwise specified. An asterisk before the school name indicates a social priority school.

Headships
Gronga Primary, Weel Cross Avenue, Weel Cross
This is a newly reorganized GROUP 6 School with a mixed pupil enrolment of 312 in the age-range 4 to 11 years. (Post reference OP2/1.5.77)

Cleese Junior, Rhaldol Avenue, Cleese, Morriston
This is a GROUP 8 School with a mixed pupil enrolment of 430 in the age-range 7 to 11 years. (Post reference OP20/2.5.77)

Pencelwedd Junior, The Promenade, Pencelwedd, Swansea
This is a GROUP 4 School with a mixed pupil enrolment of 159 in the age-range 8 to 11 years. (Post reference OP4/3.5.77)

Senior Teacher
Morriston Senior Comprehensive, Heol Maes Eglwys, Cwmrhydycairw, Morriston
This is a GROUP 11 School with a mixed pupil enrolment of 1060 in the age-range 13 to 19 years. The successful candidate will be mainly involved in the teaching of HISTORY. (Post reference 4S12/4.5.77)

Secondary Schools
BIOLOGY
Morriston Senior Comprehensive, Cwmrhydycairw, Morriston
(Mixed, 1,040 on roll, age-range 13 to 18)
To CSE, 'O' and 'A' levels. (Post reference 4S12/5.5.77)

FRENCH
Penyhaol Comprehensive, Pontarddulais Road, Gorseinon
(Mixed, 1,800 on roll, age-range 11 to 18)
To CSE, 'O' and (possibly) 'A' levels. (Post reference 3S17/6.5.77)

Morriston Senior Comprehensive, Cwmrhydycairw, Morriston
(Mixed, 1,040 on roll, age-range 13 to 18)
Also MUSIC. To 'O' and 'A' levels with some ENGLISH. (Post reference 4S12/7.5.77)

GUIDANCE
Ochle Comprehensive, Gower Road, Killay, Swansea
(Mixed, 2,152 on roll, age-range 11 to 18)
HEAD OF DEPARTMENT, Scale 4. (Post reference 1S1/8.5.77)

HISTORY
Llangwyllog Comprehensive, Cedokion, Neath
(Mixed, 1,318 on roll, age-range 11 to 10)
To CSE level. An interest in Remedial Work would be an advantage. (Post reference 5S8/9.5.77)

Ponythool Comprehensive, Pontarddulais Road, Gorseinon
(Mixed, 1,800 on roll, age-range 11 to 18)
Also SCRIPTURE. (Post reference 3S17/10.5.77)

HOME ECONOMICS
Dwy-Felin Comprehensive, Dwy-Felin Road, Neath
(Mixed, 1,828 on roll, age-range 11 to 18). (Post reference 5S9/11.5.77)

MALADJUSTED CHILDREN
Morriston Senior Comprehensive, Cwmrhydycairw, Morriston
(Mixed, 1,040 on roll, age-range 13 to 18)
Scale 3. (Post reference 4S12/12.5.77)

MATHEMATICS
Cwmlewis Comprehensive, Pontardawe, Swansea
(Mixed, 1,930 on roll, age-range 11 to 18)
To CSE and 'O' level. (Post reference 5S13/13.5.77)

METALWORK
Penlan Comprehensive, Heol Gwyrwydd, Penlan, Swansea
(Soys, 1,540 on roll, age-range 11 to 18)
To CSE level. (Post reference 3S15/14.5.77)

MUSIC
PERIPATETIC INSTRUMENTAL MUSIC TEACHERS
VIOLIN/VIOLA
(Post reference OD/15.5.77)

WOODWIND
(Post reference OD/18.5.77)

BRASS
(Post reference OD/17.5.77)
To complete the Authority's establishment of Instrumental Music Teachers. Scale 2 posts.
\*Penlan Comprehensive, Heol Gwyrwydd, Penlan
(Soys, 1,



















Walsall Metropolitan Borough Education Committee

Walsall College of Technology Applications are invited for the post of Principal of this Group 6 College

Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Dawson Street, Walsall, Telephone Walsall 21244-Extension 2361.

Lancashire Education Committee BLACKPOOL VICE-PRINCIPAL (Group C)

Details of this September vacancy available from: Clerk to the Governors Blackpool College of Technology and Art

Cambridgeshire Applications are invited for the post of PRINCIPAL

Huntingdon Technical College which falls vacant in September, 1977, following the appointment of the present Principal to a larger College.

EDUCATION COMMITTEE VICE-PRINCIPAL Group VI

MABEL FLETCHER TECHNICAL COLLEGE Sandown Road, Liverpool L15 4JB Applications are invited for the above post required for September.

WARRICKSHIRE COLLEGE OF FURTHER EDUCATION

WARWICKSHIRE COLLEGE OF FURTHER EDUCATION Applications are invited for the post of Principal of this Group 6 College

Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Dawson Street, Walsall, Telephone Walsall 21244-Extension 2361.

WOLVERHAMPTON EDUCATION COMMITTEE BILBTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts to commence on 1st September, 1977: Department of Engineering

Department of Electrical Engineering SENIOR LECTURER

with appropriate qualifications and practical industrial experience to teach Electrical Installation and Electrical Engineering subjects.

Department of General Education LECTURER I

required to teach on installation and electrical technician courses. Applicants should have appropriate qualifications and relevant industrial experience.

PAISLEY COLLEGE DEPARTMENT OF MATHEMATICS AND COMPUTING

BP SCHOOLTEACHER FELLOWSHIP ON 'MATHEMATICS IN THE COMMUNITY' Applications are invited for this newly established senior BP Schoolteacher Fellowship in the mathematical sciences for one year from 1st September, 1977.

WOLVERHAMPTON EDUCATION COMMITTEE BILBTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts to commence on 1st September, 1977: Department of Engineering

Lecturer I in Engineering Subjects Applicants should be experienced engineers, with at least either Higher National Certificate or Full Technological (Technician) Certificate in Engineering.

Lecturer I in Nursing Subjects Applicants should be qualified nurses and able to teach Human Biology to O.C.E. O level and First Aid as well as Nursing Subjects.

London Borough of Redbridge Redbridge Technical College Little Heath, Barley Lane, Romford RM6 4XT, Essex

Lecturers I in Computer Science/Mathematics Accounts/Allied Subjects Law/Economics

Forms and further particulars are available from the Principal at the above address.

Lecturer II in Management Supervisory Studies

Temporary full-time appointment for one year from September 1977 to August 31, 1978.

COUNTY OF NORTH YORKSHIRE Scarborough Technical College

Department of Catering and Health A Senior Lecturer in Hotel and Catering Operations is required for 1st September, 1977, to assist the Head of the Department in the administration of the Catering Section and to teach Supervisory Studies and other elements of Business Aspects and some practical aspects of Food and Beverage or Front-of-House Operations.

Application forms and further details may be obtained by forwarding a stamped addressed envelope to The Principal, Scarborough Technical College, Lady Edith's Road, Scarborough, North Yorkshire YO12 5RN.

CARDIGAN COLLEGE OF FURTHER EDUCATION HEAD OF DEPARTMENT OF COMMERCE GRADE 1

Applications are invited from suitably qualified and experienced persons for the above post which becomes available in September, 1977.

PERMANENT TEACHING STAFF VACANCIES AT THE HAVERFORDWEST CENTRE

LECTURER, GRADE I, to act as Course Tutor to the Food Reception Course and to teach a wide range of courses including BND in Catering and Hotel Operations.

PERMANENT TEACHING STAFF VACANCY AT THE NEYLAND CENTRE

LECTURER, GRADE I, to be mainly associated with Ironing Trades Courses. The appointment could cover Technical Brickwork teaching and/or TEC Courses Programme teaching.

AMMANFORD TECHNICAL COLLEGE Applications are invited for a post as LECTURER, GRADE I in GENERAL and COMMUNICATIONS STUDIES at the above college to commence 1st September, 1977.

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Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Dawson Street, Walsall, Telephone Walsall 21244-Extension 2361.

WOLVERHAMPTON EDUCATION COMMITTEE BILBTON COLLEGE OF FURTHER EDUCATION

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Lecturer I in Engineering Subjects Applicants should be experienced engineers, with at least either Higher National Certificate or Full Technological (Technician) Certificate in Engineering.

Lecturer I in Nursing Subjects Applicants should be qualified nurses and able to teach Human Biology to O.C.E. O level and First Aid as well as Nursing Subjects.

London Borough of Redbridge Redbridge Technical College Little Heath, Barley Lane, Romford RM6 4XT, Essex

Lecturers I in Computer Science/Mathematics Accounts/Allied Subjects Law/Economics

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WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

WARWICKSHIRE COLLEGE OF FURTHER EDUCATION Applications are invited for the post of Principal of this Group 6 College

Application forms and further particulars may be obtained from the Director of Education, Civic Centre, Dawson Street, Walsall, Telephone Walsall 21244-Extension 2361.

WOLVERHAMPTON EDUCATION COMMITTEE BILBTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following posts to commence on 1st September, 1977: Department of Engineering

Lecturer I in Engineering Subjects Applicants should be experienced engineers, with at least either Higher National Certificate or Full Technological (Technician) Certificate in Engineering.

Lecturer I in Nursing Subjects Applicants should be qualified nurses and able to teach Human Biology to O.C.E. O level and First Aid as well as Nursing Subjects.

London Borough of Redbridge Redbridge Technical College Little Heath, Barley Lane, Romford RM6 4XT, Essex

Lecturers I in Computer Science/Mathematics Accounts/Allied Subjects Law/Economics

Forms and further particulars are available from the Principal at the above address.

CYNGOR SIR GWYNEDD COUNTY COUNCIL

Gwynedd Technical College, Bongor (1) Required for September 1, 1977, VICE PRINCIPAL of this College (Group IV).

Head of Department of ENGINEERING AND SCIENCE (Grade IV) Candidates for the above posts should possess a university degree or equivalent academic/professional qualifications.

College of Further Education, Dolgellau The following permanent full-time lecturers will be required in September 1977, within the Catering, Home Economics and Health Studies Department:

1 LECTURER GRADE I - FOOD SERVICES AND PREPARATION To teach students up to City and Guilds basic catering techniques standard. Ability to teach sales accounts, calculations and related catering subjects necessary.

2 LECTURER GRADE I - HOME ECONOMICS To teach Home Economics up to and including 'A' level to students undertaking Home Management and Family Care and Pre-Nursing Course.

TEMPORARY FULL-TIME LECTURING POSTS (September 1977 - July 1978) Applications are invited for the following posts within the Engineering and Construction Department:

3 LECTURER GRADE I IN CARPENTRY AND JOINERY To teach the subject to full-time students on the Construction Industry Training Board First Year 'Oil the Job' Award Scheme Course and Day-release students on City and Guilds Courses up to Third Year Craft level.

Cambridgeshire Applications are invited for the post of PRINCIPAL

Huntingdon Technical College which falls vacant in September, 1977, following the appointment of the present Principal to a larger College.

EDUCATION COMMITTEE VICE-PRINCIPAL Group VI

MABEL FLETCHER TECHNICAL COLLEGE Sandown Road, Liverpool L15 4JB Applications are invited for the above post required for September.

Liverpool



Westminster College

Lecturers

Department of Hotel Administration, Vincent Square, S.W.1

Required from September 1, 1977, a LECTURER I (Ref. HA.77) to teach ELEMENTARY BOOK-KEEPING, COMMERCIAL STATISTICS and ARITHMETIC to craft orientated students...

Department of Engineering, Battersea Park Road, S.W.11

Required from September 1, 1977, a LECTURER II (Ref. E2.77) and a LECTURER I (Ref. E3.77) to teach a range of CIVIL ENGINEERING SUBJECTS at HNC and TEC Technician Certificate level...

Salary Scale: Lecturer I £3,279-£5,493, Lecturer II £2,469-£4,377

To both these salaries should be added £312 supplement and £402 London Allowance, Starting point on scale will depend upon qualifications, training and experience.

Please send foolscap s.a.e. quoting reference number for application form and further details which are obtainable from the Clerk to the Governors, Westminster College, Battersea Park Road, London, S.W.11. Closing date for applications is May 4.

WARWICKSHIRE COLLEGE OF TECHNOLOGY, Mincingley Road, Nuneaton, Warwickshire

LONDON BOROUGH OF HARINGEY, TOTTENHAM COLLEGE OF TECHNOLOGY, High Road, N15 4RU, 01-802 3111

The following Lecturers are required to commence in September, 1977: Post

DEPARTMENT OF ENVIRONMENTAL HEALTH AND SCIENCE (a) LECTURER GRADE II in CHEMISTRY, (b) LECTURER GRADE I in MATHEMATICS.

DEPARTMENT OF BUILDING (c) LECTURER GRADE I in CARPENTRY and JOINERY, (d) LECTURER GRADE I in GENERAL STUDIES.

DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY (f) LECTURER GRADE II in APPLIED BIOLOGY, (g) LECTURER GRADE I in APPLIED BIOLOGY/PHYSICAL SCIENCE, (h) LECTURER GRADE I in PSYCHOLOGY/SOCIOLOGY.

DEPARTMENT OF BUSINESS AND ADMINISTRATIVE STUDIES (i) LECTURER GRADE II to teach STRUCTURE OF BUSINESS, OFFICE ORGANIZATION, SECRETARIAL DUTIES and TYPING, (j) LECTURER GRADE II in ACCOUNTING AND TAXATION, (k) LECTURER GRADE II in COST AND MANAGEMENT ACCOUNTING, (l) LECTURER GRADE I in ECONOMICS (ONC/OND level), (m) LECTURER GRADE II in LAW for BUSINESS STUDIES and PROFESSIONAL ACCOUNTANCY COURSES.

Salary: LECTURER GRADE II: £3,279 to £5,493 plus £312 supplementary payment and £402 London Weighting per annum, LECTURER GRADE I: Within range of £2,468 to £4,377 plus £312 supplementary payment and £402 London Weighting per annum (steering salary according to qualifications and experience).

100 per cent of approved removal expense may be paid to the successful candidates. Application forms and further details from the Principal, returnable within 14 days of the advertisement.

COLLEGES OF FURTHER EDUCATION continued

WARWICKSHIRE COLLEGE OF TECHNOLOGY, Mincingley Road, Nuneaton, Warwickshire

WARWICKSHIRE COLLEGE OF TECHNOLOGY, Mincingley Road, Nuneaton, Warwickshire

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WARWICKSHIRE COLLEGE OF TECHNOLOGY, Mincingley Road, Nuneaton, Warwickshire

Other Appointments

WARWICKSHIRE COLLEGE OF TECHNOLOGY, Mincingley Road, Nuneaton, Warwickshire

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L'UNIVERSITE DE LAUSANNE

cherche pour le 1er sept. 1977 un professeur de droit de la propriété intellectuelle.

MANCHESTER THE UNIVERSITY OF DEPARTMENT OF AUDIOLOGY AND EDUCATION OF THE DEAF

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LECTURER (GRADE III) IN EDUCATIONAL DRAMA

Applications are invited for the post of Lecturer in Educational Drama. The applicant will be required to work with students taking the Diploma in Speech and Drama. This is a performance-based course...

LIBRARIAN (New Appointment) Applications are invited for the post of Librarian Grade A.P. III of the N.J.C. Scale. The applicant will be entrusted with the day-to-day administration of the Department of the University Library...

DEPUTY DIRECTOR (Academic Planning) Chairman Institute of Higher Education. The vacancy arises from the appointment of Dr. Jonathan May to the Principalship of Derby Lonsdale College of Higher Education.

NEWCASTLE COLLEGE OF EDUCATION Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

SOUTH PACIFIC THE UNIVERSITY OF THE SOUTH PACIFIC Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

LA SAINTE ANNE COLLEGE OF HIGHER EDUCATION Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

ESSEX COUNTY COUNCIL Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

MINISTRY OF DEFENCE BURNHAM LECTURER GRADE I IN THE GENERAL STUDIES DEPARTMENT, NO. 1 RESETTLEMENT CENTRE, CATTERICK GARRISON, NORTH YORKSHIRE

Applications are invited from suitably qualified candidates to fill this post as soon as possible. The Lecturer will be required to teach a class of men and women preparing for an examination for: a. Civil Service Executive Officer, b. Civil Service Clerical Officer, c. Entrance Examinations in Prison, Police or Fire Services, d. G.C.E. "O" or "A" level examinations.

Colleges of Higher Education Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

AVON COUNTY Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

NEWCASTLE COLLEGE OF EDUCATION Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

Applications are invited for the post of Lecturer in Education. The successful candidate will be responsible for the teaching of the subject to students on the B.Ed. programme.

Principal Centre for Arts and Crafts

The Centre, housed principally in a former School of Art in Beckenham, has an enrolment of approximately 1,400 part-time students attending day and evening classes.

Salary as Principal, Group 1, is within the range £9,540 to £7,122 plus £297 London Allowance and £312 Supplement.

Application forms and further particulars may be obtained from the Chief Education Officer (F), Sunnymead, Bromley Lane, Chislehurst, BR7 6LH. Completed forms should be returned by 6th May, 1977.

McMASTER UNIVERSITY HAMILTON, ONTARIO, CANADA L8S 4L7 Telephone (416) 525-0140 Tlx 061-8317 DEPARTMENT OF CHEMICAL ENGINEERING FACULTY OPENING

Applications are invited for a position as Assistant Professor, with specialization in Process Control. Duties include undergraduate and graduate teaching and research in the control of pilot-scale equipment.

Either (i) Certificate of Competency as Extra Master, Or (ii) Department of Trade and Industry Certificate of Competency as Master Foreign-going or acceptable equivalent.

Or (iii) A recognized degree in Nautical Studies or Nautical Science.

Appointees will be required to teach subjects in the Masters and Mates Pre-Sea Training and Radar Courses and to mark correspondence course papers.

For posts mentioned above, applicants will be required to teach Technical Diploma Courses and to assist with the development of courses at the Polytechnic. Appointees will also be asked to undertake administrative duties in the School.

GROSS SALARY RANGE £2,338 - £9,999 Principal Lecturer £10,440 per annum Senior Lecturer £6,625-£7,794 per annum Lecturer £3,897-£4,209 per annum

PRIME BENEFITS 1 Merit increments and good promotion opportunities. 2 Provident Fund contribution of 15% from the Polytechnic.

3 For overseas appointees who are normally domiciled outside Singapore and the Malaysia region, the Polytechnic provides return economy air passages for them, their wives and up to three dependant children below the age of 18 years.

4 Overseas staff are also provided with basic furnished accommodation at nominal cost.

5 Loans for purchase of car.

6 Free medical attention for staff members and their families.

7 Seaside bungalow facilities during the vacations.

Interested applicants are required to submit their curriculum vitae together with details of their academic/professional qualifications, experience and documentary evidence, etc to the Registrar, Singapore Polytechnic, P.O. Box 2023, Singapore, Republic of Singapore.

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Miscellaneous

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Including person to run
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UP TO 35 PER CENT DISCOUNT
ON CARPETS
All carpets, curtains, blinds...

CALLAWAY COURT
1st in country
house near Richmond...

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THE NORTH EASTERN EDUCATIONAL
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Applications invited for the following post based at Headquarters:

SPECIALIST ASSISTANT
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Salary scale £3,250-£4,011 per annum plus a supplement of £312

THE PERSON APPOINTED WILL BE REQUIRED TO TEACH THE VIOLIN ON A...

APPLICANTS SHOULD BE CAPABLE OF TEACHING TO DIPLOMA STANDARD A...

IT IS DESIRABLE THAT APPLICANTS SHOULD HAVE TEACHING QUALIFICATIONS WITH...

EXTRA PAYMENT WILL BE MADE FOR ADDITIONAL WORK. NORMAL N.J.C. CAR...

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Public Notices
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THE TIMES EDUCATIONAL SUPPLEMENT 22.4.77
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Announcements
AGENCY REQUIRES
TUTORS
IN ALL MAIN SUBJECTS

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AGENCY REQUIRES
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DIRECTOR
Applications for the post of Director of the Duke of Edinburgh's Award...

SUMMER TEACHING
IN SCARBOROUGH
ENGLISH E.F.L.
LANGUAGES BRITISH WAY OF LIFE



# Exploration and celebration

Michael Clarke at the latest Cockpit symposium

The Arts in Education - a new Contribution to the Great Debate. Cockpit Theatre and Arts Workshop, March 19.

"Arts education involves the intelligence as well as feelings, discipline as well as creativity, exploration as well as celebration. But because more of the whole self is in play, it is argued, there is greater identification with the learning process, less attention and more positive social interaction—all crucial conditions to any raising of standards or achievement of commitment."

How surprising, therefore, that in the current Great Education Debate hardly a narrator has been heard about the place of arts in education. The curriculum is under attack: overgrown, offering choices in fact does not fulfill, and frequently failing to provide even basic skills, it is ready for the surgeon's knife. Our knowledge of the significance of art and science in education is greater than ever before. The moment is ripe for action—but what action?

Ernest Goodman, headmaster of Manchester High School of Art and chairman of the Schools Council Art Committee, reminded us that the curriculum was not something natural and inevitable but the product of competing interests. Describing the typical opposition that exists for most people between science and the arts, a choice between the logical, useful and verified and the emotional, useless and arbitrary, he accentuated an essential difference but believed that both were vital to wholeness. He saw the expansion of choice on the curriculum as often making a practice to favour of short-term utility.

The great Darwin, an enthusiast of poetry, music and art in his youth, realized, after devoting many years of his life to seeking general principles from heaps of facts, that a good part of him had become atrophied through impoverishment. What S. Elliot called a "dissolution of sensibility". Recent research into the structure and function of the brain, Goodman told us, shows that the separate and different roles played by the left and right-hand sides are both essential and dependent on each other for the best performance.

Kelth Sponwick, Professor of music education at London University, agreed with Goodman on the importance of art actively but, more than the previous speaker, had keen to rid artistic expression of

its negative attributes. It was not to be confused with either selfish exhibitionism of some notion of a pure self only waiting to be revealed or the appreciation. Self-expression of this kind requires no art. Expression in art might be cathartic, letting off of steam or public display but it also demanded clarification of communication—an aspect usually neglected in discussion of art and science. It began by at least possibly some kind of semantic structure.

The two speakers seemed in further agreement in insisting on the necessity of some qualitative response in art, neatly expressed in Sponwick's reminder that aesthetic appreciation is a concentration of attention and perception and its opposite was amnesiac, irresponsible, that very numbness which Darwin had experienced. The notion of quasi-scientific procedures by some recent artists Sponwick regarded as reducing the artist to a systems operator and up to the same where "new" and "experiment" were confused with fully realized artistic statements.

Ken Baynes, chairman of the National Association for Design Education, was to challenge this perhaps over-simplified separation of art and science. He began by relating how he had matured during the 1950s to find himself attracted to popular, so-called low culture and how he had, through his reading and experience, realized that culture was created as much from the popular as from the elite. It was a discovery that even ordinary, everyday things were as much a part of art history as those selected objects put in museums and galleries. The environment was the creation of all, and most of us had had little direct say in it.

An elitist culture had continued within the division of labour caused by the industrial revolution. The designer was now a specialist expected by consumers to be able to solve problems that frequently involved us all. This splitting up of roles had turned the artist into a dreamer, the craftsman into a labourer and the user into a consumer. Standardization had certainly meant the cheap production of a lot of things but could anybody get what they wanted?

In trying that we adopt an ethical, political stance towards education, Baynes recommended that we create an environment that suited us. Opposition between science and art became meaningless in an education, particularly a design education, Goodman's division of the basic curriculum into mathematics/science, language and aesthetics, equally so, his aim of an "optimum level and distribution of human delight" was a romantic dream.

If disagreement had not registered itself by then, Albert Hunt, senior lecturer in community art at Bradford College and member of the Arts Council Drama Panel, drove home his points with brutal force. Schools were conservative, reactionary institutions that perpetuated social divisions. His work with secondary school pupils had shown that school was a kind of theatre, and he expressed the hope that the drama was communicated to the child directly. There the pupil learnt to do what adults decided he should do, even when, where and how. Talk about freedom and democracy was hypocritical. Hunt totally rejected political descriptions of either schools or education and advised teachers to find out exactly what type of society they lived in and in what way schools reflected it. He quoted from statistics and his own experience to show the inequalities in society and education. How could we, he asked, discuss notions like "quality of response" and "human delight" faced with these facts?

Hunt indirectly answered his own challenging question. His work with deprived pupils and others had often led to a deeper involvement and a disciplined realization of their attitudes in dramatic form. It evidently changed the pupils both in the way others saw them and the way that they saw themselves. The majority of the drama had been their own experience and the way they had understood it had shaped the finished thing.

They had shown quality of response and had produced human delight. Such evidence perhaps answered Sponwick's question whether to develop existing, local culture or to impose a culture from outside.

The development of "an intelligence of feeling" was what Goodman saw as the contribution of the arts to education, reflecting Alec Davison's statement, and Albert Hunt's experiences would seem to provide the evidence. Whatever truth there might be in this it is still not enough. Arts teachers must discover exactly what they mean by an intelligence of feeling and how best to cultivate it in their pupils.

If there was any agreement at all between the speakers it was that arts teachers should inform themselves thoroughly, unite and present their arguments as clearly as possible. A further opportunity to inform themselves is offered to arts teachers on June 24, when for the first time members of all the Schools Council Curriculum Development projects in the arts will share their findings and materials with teachers.

# Spectacles of danserie

Rosemary Hartill

Last week the London Contemporary Dance Theatre opened a new season at Sadlers Wells. The dancers are up to form, displaying marvellous athleticism, balance and grace and handling difficult movement with confidence. But it is disappointing to see yet another season from this fine company where the standards of choreography fall short of the standards of dancing.

Promised on the opening night was *Night Which*, a work created by the experimental collaboration of Robert Coloin, Sue Davies, Robert North and Micho Bergasse. In three sections—"Evening Star", "Midnight Sun", and "Polis at 4 a.m."—it charts the slow progress of the night through the half stages of dream and waking. It is a pleasant piece, with elements of a relaxing passage of something rhythmic movement, but both Davies's sporadic score and the, at times, indecipherable choreography are disappointing.

No one, however, could catnap during Jane Dudley's idiosyncratic solo blues sketch, *Harmonica Breakdown*. Created originally in 1938 round a score for harmonica and washboard, this enjoyable, though slight piece sends out waves of nervous energy that makes you want to get right on there and join in.

Robert Cohan's new ballet, *Forests*, has the feeling of a work put together without any strong creative commitment. It portrays a forest in the background of a wind sighing in the trees, overlaid by birdsong, a rainstorm, and, finally, distant animal cries. Despite individual images of interest and expressiveness, this overlong work falls back on uneasy transitions and fragmented development.

The last of the four pre-recorded works—Robert North's *Meeting and Parting*—has ironic implications for a company so firmly founded on Martha Graham's method and philosophy. Unhappily influenced by Jerome Robbins' *Dances on a Gathering* (in the repertoire of the Royal Ballet), it moves away from the earth-based Graham technique to the more lyrical balletic style. This work's new subtlety of poise, humour and humanity must surely find the right direction for this choreographer.

Ballet Rambert's annual choreographic workshops were founded four years ago to provide an opportunity for experiment by new choreographers and design students from the Central School of Art and Design. The recent series culminated at 4, at the Jeannette Cochrane Theatre, was on the whole unspirited, and it showed a slightly

worrying turnover of dancers within the company. But the session was justified by two works: *Kayuki* by Gary Sherwood and *Accident* by Zoltan Imre.

In the language of the Incas, *Kayuki* means a formal declaration of love. Devised by two couples to the breathy, plaintive pipe sounds of pre-Columbian folk music, and steeped into the shadyness of the sub-translucence, this is a sensitive, restrained and beautiful piece.

*Accident* opens with brutal shock effect. The curtain rises on the smoking, tangled wreck of a crashed car with two bodies strewn before it watched by two silent figures in black. To the hideous accompaniment of traffic noises and a blaring radio, the symbols of death drop on the victims to relieve their tangled limbs. A second, more final section where the bodies are dragged back to their original positions, this is a truly disturbing and thought-provoking work with brilliant, imaginative touches, as when the figures in black temporarily lose interest in the spectacle, becoming absorbed in a ropt, shored, childlike rocking movement. The work ends with the almost unbearably moving sound of Ferris singing the Browns' *Alto Rhapsody*, jured and distorted by interference from a news radio station.

Away from these metaphysical realms and back to the harsh realities of school outings, the Nonsuch Company last month presented a programme of medieval and Renaissance verse and court dance to an audience of schoolchildren at the Curtain Theatre in East London. This was a cut version of an anthology originally designed for adults, celebrating the spirit of the Renaissance, with games of Love and Rivalry portrayed in dance and verse from twelfth-century Provens to sixteenth-century English.

What this means to the average 13-year-old who, like me, has an undeveloped historical sense and knows nothing of Provence or courtly love or the Renaissance is hard to guess, and it was not surprising to see children clustering round the teachers in the interval, asking in a puzzled way what it was all about. For future presentation to schools, this programme needs radical rethinking and cutting, with a narrator to explain the background and to link the sections together.

Yet even in the programme's present ill-conceived state, the dance and music were so delightful and that even the most cynical commander among the school children, munching their sandwiches and swigging their Coco Cola to watch what was happening.

# A new resurrection?

Peter Hebblethwaite

Who was Jesus? BBC2, April 14, 9 pm.

Whether by accident or cunning design, Don Cupitt's *Who was Jesus?* was the perfect foil to Zeffirelli's *Jesus of Nazareth*. Cupitt demonstrated just why the Zeffirelli enterprise was doomed to failure. One simply cannot treat the Gospels uncritically as straightforward history, a blow by blow account of "what exactly happened". Not only that, but in the light of Cupitt's programme, *Jesus of Nazareth* became neither instance of the endlessly varied process of mythologising Jesus that has gone on throughout 20 centuries of Christian history. Many prefer the flimboyant Christ of faith. Cupitt conceded sadly, adding that the historical Jesus still awaits his resurrection.

Now, at first blush, this might seem a most devastating onslaught on the "Founders of Christianity"—and many viewers will not have had time for a second blush. They might well feel that there is no need for sceptical humanists to enter the fray if a parade of professors of theology are generously

prepared to conduct so uninforming an analysis. Howls of anguished disappointment have already been heard from the pews: "They have taken away our Lord, and we do not know where to find him!"

But such a response is over-hasty and it does not do justice to the positive elements of the programme. Don Cupitt's attempt in the middle part to reconstruct a picture of Jesus "as he really was" was convincing without claiming to be definitive and, from one point of view, highly conservative. For unlike those German scholars who have declared that the "Quest for the historical Jesus" is a vain will of the flesh, he really believes that some progress can be made—and some conclusions reached.

A major contribution has been made in this field by Jewish scholars who are sometimes less pliant than their Christian colleagues. Thus David Flusser collected Jewish texts in which Zealotism preached the imminent Kingdom of God and believed himself to be the Messiah. This shattered ankles of a victim of first-century crucifixion brought vividly home the barbarous reality of the passion. Much of what we know about Jesus from the

Gospels tallies with what is known from other sources.

The gap between scholars and ordinary Christians ought to have been narrowed by this programme. It could be reproached only for biting off more than anyone could possibly chew. But no one, reasonably, is going to argue that because a little carefully packaged TV Jesus is a dangerous thing, ignorance should be left to sleep undisturbed. It is better that Christians and everyone else should come closer to the authentic Christ than that they should dream of him. One should not miss the follow-up discussion next Sunday on BBC 2.

The north-west and the south-west will be meeting to make music this weekend. Chetham's Hospital School of Music and Wells Cathedral School are taking part in an intensive five-day orchestral course, with John Elliot Gardner as visiting conductor and with several specialist tutors.

The course began yesterday and will end on Monday with a concert given by the four chamber orchestras at 7.30 pm at Manchester College of Education, Long Millgate.

# Let me take you down . . .

Heather Neill

After seeing *Strawberry Fields* (Cottesloe at the National Theatre) I had a vivid dream that it was the result of improvisation work by a class of 14-year-olds. It could have been.

Stephen Poliakoff, only 24, already much admired and resident playwright at the NT last year, has written a piece about a potentially important subject: a right-wing party determined to save England from pollution (this apparently includes black immigrants) has members prepared to murder to achieve its ends. But on neither the party nor the two main characters who belong to it, neither the sequence of events nor the dialogue is for a moment credible, this does not matter very much.

The play's construction is like the motorway along which most of the action (incoherent chatter which firmly keeps motivation unrevealed, drinks in coffee and two pistol shots) takes place: a straight line leading to the end of the road with little in the way of landmarks, and Michael Apted's direction is suitably monotonous. There is an inescapable feeling that the writer set out to produce something at the end of the year, of two characters, a festidious middle-class

girl (Jane Asher) and a frankly imaginative youth (Stephen Rea), who claims to be going blind, together in a roadside café in the hope that something dramatic would result from their complicity.

But nothing arises naturally. The playwright seems anxious to tell us as little as possible about the motivation of his characters so that the party determined to save England from pollution (this apparently includes black immigrants) has members prepared to murder to achieve its ends. But on neither the party nor the two main characters who belong to it, neither the sequence of events nor the dialogue is for a moment credible, this does not matter very much.

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UPPER 1250

# Televising the magic of the movies

GRAHAM WADE looks back at the history of Clapperboard

Clapperboard is the longest running television programme looking towards the world of cinema in this country. It goes out on nearly the only commercial network every Friday afternoon at 4.20 pm. About the year, and in fact rather missed a single week since it appeared way back in 1972. It is edited by Gramma, it has a cast which has been more than 250 strong—comprising Muriel Young (producer), Graham Murray (comedian) and Chris Kelly (interviewer)—and have been together since the start.

To begin with, Clapperboard was a six-part trial run to slot into a commercial television slot. It was a success, but this proved so that it was immediately extended and the programme has never looked back since. Muriel Young is the one to admit that this success is due down to the commitment of the main job as head of Granada's research department. Looking back on these early days, she says she regarded the pilot run as "his only bite at the cherry" and so he tried to cram everything he could into those half-hour openings. In a mad rush to cover fantasy, animals, musicals, and everything else that was hotly sale, but from this original stress on very young children's

cinema, the appeal of the programme has gradually shifted towards the all-family audience, although the central focus remains on young people.

Graham Murray is fortunate in combining his job with a life-long interest in film which he can trace back to his childhood when, at the age of six, he laid his hands on a self-crawling 35mm projector. He quipped this with old silver nitrate film, which is dangerously unstable, and one day the inevitable happened as it all went up in flames.

However, this experience failed to diminish his enthusiasm which found a new outlet in frequent visits to afternoon matinees at the local cinema. He sadly regrets the virtual extinction of the type of film he saw that which was aimed at the whole family rather than a specific audience as is usually the case now.

He has been particularly interested in investigating the special techniques and skills that go into film making and presenting them in the programme. As a child, and indeed as an adult, he has always held a great fascination for the nuts and bolts side of the cinema, and he has shared this with most other people who share his view.

Many of their programmes leave the studio to look at films on location as with the one on *Bugsy Malone*, or they take one aspect of the process such as sound effects or carpentry and put that under the microscope. A recent Clapperboard visited the new James Bond set of a huge submarine pen which was supposed to be inside the hull

of a supertanker, and the way this project had been tackled and constructed was analyzed in some detail.

Muriel Young, the producer, who is also in overall charge of children's output for Granada and used to appear on television herself, explained that Clapperboard never wished to demolish any new film and therefore the programme had excellent relations with the film industry. Their attitude on the programme was to preview rather than criticize, and if a movie was completely disastrous they would prefer to ignore it than be faced with panicking it.

Although television had been partially responsible for the decline of cinema, she regarded one of the primary aims of Clapperboard as stimulating children to go out to see films. As Graham Murray remarked, "We don't want the British film industry to die."

Another aspect of the programme that concerned Muriel Young related to the content of many films produced today. Most programmes include several film clips and these have to be chosen with great care for the late afternoon audience. Generally nothing is screened, but she takes personal responsibility for checking out what is acceptable and what is left out. "I've got a little bell in my head which sometimes rings like mad. If I have that feeling then I know I have seen a problem, and sometimes a film is shown with the offending parts of this soundtrack dubbed over."

# Women and children last

As part of a campaign for more day schools in the South-west of London, the local index club staged a day of protest events. Supported by groups as diverse as Surrey Docks Action and the National Council for Civil Liberties, the day's programme included an exhibition of photographs of women talking about the difficulties of working and bringing up children, and a performance by the Women's Liberation demonstrators held in London in 1971. A short-life tenured house was given by Camden Council and in 1972 it opened for business with the aim of becoming a truly collective effort.

The scheme is run by a weekly meeting of only parents or centre workers—who are largely volunteers—who discuss all aspects of the place from individual children to work rates and the wider political issues of what is being done.

One of the fundamental principles of the centre's philosophy is that children should be encouraged to develop freely and grow in self-reliance. "We encourage girls to be more adventurous and boys to be more gentle". Books revealing sexist attitudes are rooted out and there is even a special adult workshop on children's literature.

One of the most encouraging elements of the way the place is run relates to the attitude on achievement. "The kids don't have to compete for affection here as they have to in schools—like getting the same right". Another point that comes over all the time is that the centre is the product of a high-rise together with independence. "We encourage girls to be more adventurous and boys to be more gentle". Books revealing sexist attitudes are rooted out and there is even a special adult workshop on children's literature.

The second part of the exhibition covered the more positive side of providing day-nurseries, playgroups and adventure playgrounds, although these remain a dream for many people who, at best, have to do with sympathetic family situations or the help of the play children's centres. Some are left with older brothers and sisters. Some are even left with no family at all.

The most memorable sequence of pictures focused on the daily life of Loraine, a young girl who is expected to help her mother. One picture shows her washing on the narrow public lavatory in the front of their flat. "Lorraine cannot afford to have a private nursery place, and it is impossible to get one in a local authority centre. If she had this she would change her part-time job cleaning a local bakery for a full-time one."

One Two Three, 16mm colour, 30 minutes, available for hire at £5 from: Children's Community Centre, 123 Darlington Park Hill, London N19. Graham Wade

# Expert advice Evocations

Think Before You Build: the need for an architect. On hire from Concord Film Services, Nacton, Ipswich, Suffolk. 16 minutes, colour.

A loose extension, the enlargement of a house, the renovation of a public house interior are given as three examples in this film of small scale building works which have benefited by the intelligent services of an architect. This happens in only a third of the cases. And for this reason they are both entertaining and informative, even if you have no intention of actually visiting the place.

The Cotswolds of course are a natural for any film on the subject of their architecture: the churches, manor houses and farms, built so attractively in honey coloured limestone. It was the local wool merchants of the Middle Ages, trading all over Europe, who first brought riches to the area. In the picturesque villages and towns, some of the buildings they put up then can still be explored today. Sheep still graze on the hillside which, as the film evocatively shows, are among the most beautiful in Britain.

The Peak District rivals the Cotswolds for scenery. In the film, the desolate remoteness of the Northern Peaks is vividly contrasted with the softer beauty of wooded valleys like Dove Dale. Even though many of these can only be explored on foot, they are not short of visitors: the film does not, however, dwell on just how many converge there at holiday weekends.

But the Peak District is by no means just scenery. For instance, you see an unusual boat trip through Speedwell Cavern, a flooded lead mine. Although miners once toiled there for 15 hours a day, the veins of lead yielded in profitable quantities so the mine was mined out to be an expensive failure.

Very different is a visit to the magnificent Chatsworth House, palace of the Dukes of Devonshire, or to Haddon Hall which dates back to medieval times and was restored by the Rutland family this century. The film also shows the intricate preparations for the unique Well Dressing Ceremony which takes place at Tattersall every year.

Children and pets go naturally together, and there should be a warm reception for this film in schools as well as a useful message. Ken Goy

# Dog days

Dog days (of charge) from Guild House and Vision Ltd, Woodston House, Quinde Road, Peterborough PE2 9PZ, 22 minutes, colour.

Dog Timmy is tied up by his 12-year-old boy owner while shopping at the supermarket. Timmy is frightened by the traffic and slips across over all eventually in the Battersea Dogs Home. Johnny Morris (who wrote as well as speaks the commentary) describes the dog's plight and gives many facts about the home and how it is run.

The fact remains that authorities are just not able or willing to fill the yawning nursery gap. Three relevant alternatives becoming experimental alternatives becoming long-term solutions to the problem. Instead, the film proposes that the new values practised by the centre should be more effectively incorporated into an expanded state system.

One Two Three, 16mm colour, 30 minutes, available for hire at £5 from: Children's Community Centre, 123 Darlington Park Hill, London N19.

# Briefings

Radio and tv

Open University and FE

Get by in Spanish (Sunday, 15.30 VHF4)

This intensive short course continues its weekly presentation with "Getting Time". How can you find out when museums are open? What time does the train leave for Barcelona? Teaching Adults to Read (Tuesday, 19.00 Radio 3)

"Approaches to reading" deals with ways of teaching the different skills involved in the process of learning to read. Colour Photography (Thursday, 07.05 BBC1)

Part of the course "The Nature of Chemistry" is a colourful programme on the chemistry of developing film and forming pigments. Ends with a demonstration of the composition of light.

# For schools

Writer's Workshop (Monday, 11.17; Tuesday, 11.35 TV) How can you find out when museums are open? What time does the train leave for Barcelona? Teaching Adults to Read (Tuesday, 19.00 Radio 3)

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